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ABSTRACT

Designed as a resource for project directors and others who must implement career education products, this handbook is divided into two sections: a procedural guide and a set of thirty illustrated techniques. A glossary of terms and an introduction explaining basic assumptions, purposes, uses, and philosophy of the handbook precede the procedural guide, which is divided into seven steps. Intending to lead a career education advocate through the process of implementing a product, these steps include establishing incremental objectives, profiling influential elements, selecting appropriate implementation techniques, timing and sequencing the actions, initiating the actions, assessing the impact of the actions, and reformulating the strategy. The techniques section contains ideas for influencing others to accept career education. The techniques have been ordered in three modes: informative techniques, persuasive techniques, and directive techniques. Included with each technique is the following information: definition, background discussion, description of the technique in action, and advantages and disadvantages of its use. (For a report that describes the conceptualization, development, and evaluation of this handbook see CE 016 848.) (BM)

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Research and Development Series No. 112

CAREER EDUCATION IMPLEMENTATION:

A HANDBOOK FOR STRATEGY DEVELOPMENT

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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A committee composed of state and local project directors reviewed and recommended changes in our early draft of the prototype handbook. These individuals represented potential users; they were asked to suggest ways of orienting the handbook to the everyday problems of career education product advocates. Members of this committee were:

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HOW TO USE THE HANDBOOK

The handbook is divided into two sections: the procedural guide, and the set of 30 illustrated techniques. The procedural guide contains *seven steps designed to lead a career education advocate through the process of implementing a product.* These steps delve into such basic problems as the selection of the person in the school system who must be influenced to use career education materials, etc. You will want to read these steps carefully to understand the cycle leading from the establishment of an objective (step 1) through the reformulation of the implementation strategy (step 7).

The techniques section, as suggested by the title, contains ideas for influencing others to accept career education. The techniques are tools which should be used carefully even cautiously, by a skilled educator. The techniques should be used for specific objectives and under specific conditions only. Rarely would a single technique apply to many different types of situations. For example, a newspaper article is fine for the purpose of making everyone aware of a new program; it is not appropriate for evaluating the desirability of continuing the career education program. The 30 techniques in this section should be used as a resource; the techniques have been placed in a format which allows you to spread them out for consideration.

GLOSSARY

Advocate—The term "advocate" is used to refer to anyone who has accepted the responsibility of influencing others to use career education products and materials. Most often in this handbook, it is used synonymously with the position of local director of a career education project. The role of a local director places an individual in the position of initiating actions to influence others.

Client—Most often in this handbook, the term "client" refers to the person or persons who are expected by the advocate to *use* the career education materials. The term "client" should be interpreted broadly as the *audience,* which includes administrators, school board members, members of the community, students, teachers, guidance counselors, and others who are in a position to use the product. The client may be in a superordinate as well as a subordinate position to the advocate. The techniques are used by the advocate to influence the client to accept career education. The circumstances of implementation vary widely from setting to setting. This makes the selection of techniques a unique event.

Implementation—This term refers to educational outputs or products. Educational products, unlike refrigerators, are not mechanical devices which can be "installed" in a mechanical fashion. Rather, they are materials such as curriculum guides which require a knowledge of the intended user (students, in most cases) as well as a knowledge of the curriculum. Implementation is a process which requires skill in interpreting likely responses of users and in assessing conditions. A product is "implemented" if it is being used and liked.

Product—A product is a method and/or material which can be transported to another site to solve a similar problem. It is not the solution to a problem, but a means toward the resolution of a problem. Frequently, products in education take the form of curriculum guides or other procedures to make the teaching-learning process more effective. A product also can be consumable materials such as a workbook or overhead projector slide. As used in this handbook, the term "product" does *not* refer to students.

Strategy—"Strategy" as used in career education implementation, refers to the development of the combined use of techniques, and an interpretation of user response to the product so as to achieve attentive and effective career education implementation.

Technique—A technique is a discreet action taken to achieve a limited, enabling or incremental, objective (an intermediate objective designed to help you achieve a broader, subsequent, or terminal objective). A technique is specific to the objective being achieved. Usually, objectives will vary depending upon the stage of the implementation process. Therefore, it may be necessary to use a different technique to achieve similar results late in the project (when time and money is limited) than in the beginning of the project. The 30 techniques in this handbook are each classified as either informative, persuasive, or directive. Such a classification must be tentative because the manner in which a technique is used depends upon conditions and circumstances present at the time of use. It is difficult and unwise to prescribe the use of a technique in advance because the conditions in an implementation setting change from day to day.

INTRODUCTION

This section of the Career Education Product Installation Handbook provides the reader with background information on four major questions and answers. The answers to these questions became the performance specifications for the handbook as it was being developed.

- What are the Assumptions Made by the Handbook Developers?
- What is the Purpose of the Handbook?
- Who Should Use the Handbook?
- Why Develop a Career Education Program?

The goal of this handbook is to help users anticipate some of the problems usually experienced by career education advocates and select implementation techniques to overcome these problems. The application of these techniques to your home setting cannot be prescribed. Too many factors unknown to the authors must be taken into account during the formulation of an implementation strategy to make the handbook prescriptive. However, this handbook does suggest some general uses of thirty implementation techniques. Some of these techniques require bold initiatives on the part of the implementation advocate. We hope the comments related to the techniques give you confidence in using them. It is possible for a project director to be too timid in attempting to influence persons important to the success of the implementation effort.

Perhaps it is appropriate at this point in the introduction for the *authors to affirm their belief* in the fundamental integrity of the individual, both advocate and client. Implementation activities which result in the product being accepted by the client and incorporated into the school district usually take place in an atmosphere of trust and mutual respect. Teachers and other users of the product can subvert career education if they do not believe in it. A person may abuse the privileges and responsibilities of professional conduct in the short run and appear to be successful; but the long run staying power of a career education product may well depend upon the honest and forthright positions which should be taken by both advocate and client. The quality of the interpersonal relationships among persons in an educational organization must be maintained, for it can contribute greatly to the ease of implementing career education products.

What Are the Assumptions Made by the Handbook Developers?

The handbook was delimited in scope by the developers in an effort to provide quality information on a selected set of problems faced by career education project directors. Certain aspects of program planning and evaluation were excluded. Four of the following five steps, inherent in the conduct of any research and development project, are not included in the scope of work for the handbook. Only the *implementation of career education products* forms the focus of the handbook.

1. Philosophical Commitment to Career Education
2. Assessment of Need for Change in Present System

3. Search and Selection of Career Education Products

4. Implementation of Career Education Products

5. Maintenance of Career Education

The developers have assumed that a problem has already been identified by those individuals who are funding the implementation of the career education product(s). It is unfortunate that too many times the details of the problem are not made explicit, because problem identification frequently holds the key to potential resolution. You should determine for yourself the problem which is being resolved by the use of the implementation techniques.

Another assumption made by the product developers is the *existence of a relatively valid and reliable career education product to be implemented in an identified setting.* This assumption is especially tenuous since valid and reliable products are difficult to develop. Nevertheless, implementation of a quality product(s) should be the goal of product developers; users have a right to expect such quality.

A third assumption made by the handbook developers is *the presence of a project director who is sensitive to the problems and needs of the intended users of the product.* If you are new in your position, it will be more difficult for you to know the situation as well as a person who has been with the educational agency for a longer period of time. However, a project director who is perceptive to changes in the way others respond to his/her actions can take note of the situation and search for logical explanations. The handbook is a resource tool for project directors to use in planning, analyzing, and evaluating their formulation of career education product implementation strategies.

What is the Purpose of the Handbook?

This handbook is designed as a resource for project directors and others who have as their mission the implementation of career education products. It is written at an operational level, not at the conceptual level. It should help you, as project directors, plan for career education activities by suggesting the need to consider variables which may often be overlooked. It can be used as a *tool* for *recording events* for the purpose of *later analysis.* The examination of past mistakes and successes can help improve your future use of implementation techniques. Specifically, the handbook should help advocates of career education:

- describe career education products in a manner which is appealing to the intended users
- diagnose barriers to systematic progress in the implementation of products
- plan for implementation activities with time and cost constraints
- select implementation techniques to attain incremental objectives in the implementation strategy
- evaluate the impact of product implementation activities

This handbook is *process oriented,* not product specific. The use of a particular career education product usually requires rather specific information which is unique to the product; e.g., a a curriculum unit usually includes resource materials which aid the teacher in using the materials. Unique information on how to use such materials is not included in this handbook. To expect the handbook to address the diversity of products and the different kinds of user settings is highly unrealistic.

The handbook *can* address implementation problems. It should help advocates consider such questions as:

- When and how should teachers be allowed release time to coordinate career education activities?
- Should materials be developed inhouse rather than purchased from an outside source?
- Should detailed information be made available to the community?
- When and how should a member of the career education program staff be replaced?
- Should the local representative of the teachers' union or association be asked to endorse career education?

Who Will Use the Handbook?

This handbook can be used by all individuals who advocate the use of career education products in public schools or other agencies where educational activities are conducted. This advocacy may take the form of active support for the use of specific products, or it may take more subtle forms, such as the informal approval bestowed on a product by an opinion leader. The handbook is seen as a reference in the formulation of an implementation strategy. Such a reference may be distributed by state consultants to local project directors or the handbook may be used by teacher educators to teach implementation techniques. *However, the primary intended use is by career education project directors in school districts so funded.*

The handbook is most useful at the local level of school systems, where teachers and other individuals have direct contact with students. It may be used by administrators to organize a program. However, the handbook focuses on the selection and use of implementation techniques, not the formation of advisory councils, curriculum development, and simular activities.

Individuals in many different types of educational agencies will also find the handbook useful if they are influencing others to accept career education .

Why Develop a Career Education Program?

The rationale for career education stems from a call for educational reform which would effectively address both the social concerns of education and the individual learner's personal development process. A commitment to such reform can be found in local school board resolutions and state legislative mandates which reflect a thorough understanding of the developmental processes inherent in a comprehensive career education program. Effective career education programs require an agreed-upon comprehensive definition of career education, as well as procedures which enhance basic philosophic concerns.

Some of these concerns are identified in the following statements, but the responsibility for *generating* the policy statements supporting career education rests with you and other leaders at the state and local levels.

Career Education: A Definition

A definition of career education (which achieves a "fit" with the rationale for educational reform, which is conceptually developmental, which extends educational experiences beyond the formal educational systems and yet which does not purport to encompass the universe of an individual's way of life) would proceed as follows:

> Career education is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

There are essential conceptual and programmatic concerns inherent in such a definition of career education. If you see the four concerns discussed below not as tested "truths" to be accepted in all situations, or for all constituencies, but primarily as descriptive aspects of any consideration of career education planning and implementation, then your work may progress deliberatively, attentively, and realistically.

Some Basic Philosophic Concerns[1]

1. Career Education as Part of Personal Development

Both career education and personal development involve maturational patterns which differ from individual to individual and from year to year. For example, work values become part of an individual's value system early in life, and these values are subject to change. Likewise, occupational exploration and decision-making are continually influenced by the individual's environment and culture. Similarly, changes in the individual's personal objectives influence career choice.

2. Career Education as a Tool for Addressing a Changing Occupational Arena

If students can relate what they learn in school to personally-valued habits, they will more easily be able to adapt to a society in which technology is advancing, and occupations are changing, with unprecedented speed.

Today's cosmopolitan society requires career education which attends to *pluralistic work values,* not to one work ethic, so that individuals can better address their reasons for working at all.

Also, since "work" in our society includes activities which are unpaid, career education must concern itself with the work of the student-learner, volunteer worker, adult learner, and full-time homemaker.

3. Limitations of Access to Career Development

Occupational stereotyping, socioeconomic status, alienation among students and teachers and workers, parental attitudes, and exclusion of certain potential constituencies from career education programs are all hindrances to personal career development and informed occupational choice-making.

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[1] Elements of these concerns may be found in the U.S.O.E. Policy Statement on Career Education, 1975.

Occupational stereotyping does little to capacitate females and minorities to enter occupations traditionally closed to them (e.g., for females, the machinist, pilot, and auto mechanic occupations, and for minorities, the higher skill level and professional jobs). Low socioeconomic status can successfully limit even an individual's *perceptions* of opportunities. Alienation among works can *at best* be momentarily compensated. Parental attitudes are often powerful forces which can significantly alter a student's independent decision. And the exclusion of handicapped individuals, the old, the intellectually gifted, the poor and wealthy, and elementary and graduate students from career education programs can only inhibit the growth of human resources in our society.

4. Implementation of Career Choices Through Career Education

The social objectives of career education must help individuals to:

- want to work
- attain skills necessary for work as it is at present
- engage in work which is individually and socially satisfying

The individual objectives of career education should make work:

- possible
- meaningful
- satisfying *throughout* the individual's life span

Attention to this list of concerns should allow you and other educators involved in career education implementation to address the total development of the student as an individual. There is strong emphasis here (and in The 1974 Education Amendments—Appendix A) on preparation for *gainful employment* and *participation in society.* In the Amendments, career education:

- relates the schools to society
- provides career development for all children
- makes subject matter relevant
- bridges the gap between education and employment/the community
- teaches skills for coping with change
- makes education relevant to employment and society
- eliminates distinctions between vocational education, general education, and academic education

The above concerns and definitions are guides, subject to interpretation by state and local agencies. Most state agencies have published statements which further define career education. Local education agency personnel should communicate with their state coordinator of career education.

Frequently, promotional material may be obtained from the state office for distribution in the local community; some states have developed rather extensive materials for local project directors of career education who are extending career education into neighboring school districts as well as their own.

The Annotated Resources section at the conclusion of this procedural guide provides a listing of some of these materials. At least one state, Texas, has published a list of over 175 learner outcomes in nine areas of career education. Such a list can be very helpful if you are in the process of defining and refining career education in your local school district.

Many materials developed at the national, state, and local levels promote career education concepts. Many attempt to relate student activities to work situations, e.g., the establishment of a placement office within the school to assist students in finding employment. Some of the products are likely to relate work opportunities to personal qualifications and characteristics; thus, many of the career education experiences may be highly individualized, calling for diagnostic tests and follow-up counseling. The placement and supervision of students on the job may require teacher-coordinator skills unfamiliar to most educational staff members. For these reasons, materials are needed which are designed to support career education (e.g., inservice packages to train teachers in the integration of occupational activities in course materials). Your take, as a change advocate, is the implementation of these materials in the local district.

DEVISING AN IMPLEMENTATION STRATEGY

The next section of this handbook is divided into seven steps. These steps are intended to supplement your knowledge and experience as an advocate of career education. You should find the information useful in the processes of planning, implementing, and evaluating your own activities as a career education project director.

Strategy Development Model

A brief description of the strategy development model should help to introduce the reader to the primary dimensions. It contains elements of program planning, implementation guidelines and assessment procedures. The model contains seven steps usually followed in a somewhat sequential manner. However, application of it in a career education program interacts with the environment making the procedure dynamic and subject to change, e.g., a career education advocate may establish objectives for the project not knowing the depth of feeling against career education among some of the school faculty. Profiling the beliefs of the faculty could cause the advocate to scale down implementation objectives. The seven steps are:

1. Establish incremental objectives
2. Profile influential elements
3. Select an Appropriate Implementation Techniques
4. Time and Sequence the Action
5. Initiate the Actions
6. Assess the Impact of the Actions
7. Reformulate the Strategy

A brief overview of each step follows:

1. Establish Incremental Objectives

Each career education advocate needs an end goal for implementation of the career education program, e.g., the teaching of a career education unit at each grade level of the involvement of career education activities in each subject area. This step is designed to establish these implementation goals. However, the goals keep changing as the program moves toward the objective. This makes objectives incremental in nature.

> An incremental objective is an objective which is specific to a time and place. Objectives may be established for a day, a week or a year. They are incremental because past performances influence future expectations. A new time (tomorrow) or different conditions (new students) change implementation objectives.

There are many factors which influence the specification of implementation objectives. Only the advocate can determine what is realistic for his/her particular situation.

2. **Profile Influential Elements**

Each program contains unique conditions which need to be examined before initiating implementation procedures. These conditions may be: the availability of career education materials, the existance of learning resource centers in the community, or the interest of the faculty in exploring learning activities beyond the classroom. These are only a few of the potential elements which need to be assessed before initiating a career education implementation program.

3. **Select an Appropriate Implementation Technique**

This step in the model, more than the others, relies on the ability of the career education advocate to synthesize factors influencing his or her change strategy and to formulate a plan of action. Selecting the appropriate technique calls for a knowledge of the situation and, on occasion, a willingness to take risks by asserting career education priorities when interacting with people.

4. **Time and Squence the Action**

Frequently the difference between success and failure is the timing of the actions. Once again, only the career education advocate is in position to make these judgments. The advocate must know the person(s) to be influenced, the proper function of the techniques, and the degree of implementation urgency to properly time the implementation plan.

5. **Initiate the Actions**

This step refers to actually implementing the plans formulated to this point. Persons other than the career education advocate usually are involved in launching program activities.

6. **Assess the Impact of the Actions**

Like step one, this step is fundamental to the success of an implemental strategy. Each action must be assessed and consequences related to future implementation plans and objectives. Assessment may be very simple, such as visual observation of the impact of a speaker on an audience. Or it may be complex and time-consuming, such as the evaluation of career education units. The career education advocate is responsible for relating the results of the assessment to the use of future implementation techniques.

7. **Reformulate the Strategy**

Each cycle of program implementation provides an opportunity for strategy reformulation. It may be a small cycle such as the use of a correct technique for influencing a specific audience, or it may be more extensive such as the use of different career education materials to implement the concept in a school setting. Regardless of the scope, time should be set aside to attend to this step.

Your attentiveness to the steps and processes discussed in this handbook can simulate life experiences on the job. Real life associations with other persons who are equally concerned about the quality of education provide rewards. We believe that you want the satisfaction of having career education implemented in your school system.

As you read through the steps and processes, you should be able to input certain information about your school district into the implementation plan, such as:

1. administrators' willingness to endorse the concept

2. strength of the commitment among teachers for career education

3. potential community participation in educational activities

We believe this handbook can suggest techniques for your consideration in an implementation plan. The techniques booklet contains 30 ideas labeled as informative, persuasive, or directive. You will want to use such labels cautiously, because specific local circumstances have much to say about how a technique is perceived by the client audience. Step 3 in this procedural guide recommends guidelines in the use of these techniques. *Proper diagnosis of the problem must precede effective selection of a technique.* It won't do any good to use a "correct" technique for the wrong problem. (Step 2 discusses procedures on timely identification of the proper decision maker as well as other similar problems associated with the implementation setting.)

The implementation of the plan requires much interpersonal interaction with potential users of career education materials in your school district. You must be able to work with administrators and teachers equally well. Also, your staff requires time for coordination of implementation activities. Thus, an ability to meet deadlines, and a sense of priorities which change from day to day, are essential characteristics of a career education product advocate.

Evaluation plays a central role in the effective *use* and *reformulation* of techniques. Steps 6 and 7 suggest ways you can build evaluation into your implementation plans and actions. The *timing* and *sequencing* of techniques is very much an art form at the present time. Unexpected events may alter radically the intended consequences of using a technique. As a career education advocate, you should be prepared to adjust objectives or change techniques as a result of these events.

Establish Incremental Objectives

1

What Are the Key Considerations?

The objectives you set for use of career education products act as reference points for determining the success or failure of the implementation strategy. Objectives are extremely important because they guide all other activities. They influence the selection of installation tactics and the procedures you use in implementing these tactics.

Any person charged with responsibility for a career education program should establish intermediate, or incremental, objectives, and be prepared to establish new enabling objectives as the program continues. All of these objectives should be based on three fundamental considerations:

- the desired behavior
- the conditions present and
- the standard of quality expected

These considerations should be present at all times whenever new objectives are established.

For example, if you wanted to establish the incremental objective, "a faculty meeting will be held to inspire elementary school teachers to show interest in learning about career education implementation this year," you would be considering (1) the behavior desired on the part of the teachers (i.e., demonstrations of acceptance and enthusiasm), (2) whether the teachers' working conditions would allow them to do something with their inspiration, during the year, and (3) the quality of the hoped-for results on the part of the inspired teachers.

If you wanted another objective to state that "an article or announcement informing the public of career education activities will be placed in the weekly paper an average of once per week," you would consider (1) the public's behavior upon reading the article or announcement, (2) whether or not the condition of "an average of once per week" would be too frequent or infrequent, and (3) the quality of the information the public was to receive.

What is the Desired Behavior?

The content of the objectives of a career education program should derive from the present practices and expectations of the educational community as well as from the behavior desired. The philosophical commitment to career education already should be given. *Your* task, as a career education advocate, is the determination of the nature and scope of the implementation activities which will result in an effective use of career education materials. You must help determine what the users should be able to do with career education products; and you can do *this* by establishing incremental implementation objectives. The following questions may be helpful to you in stating implementation objectives:

- Are the activities listed in your implementation plan essential to the conduct of career education?

- Are the persons to be involved in the activities capable of achieving the objectives?
- Do the implementation objectives occur in a logical order?
- Can the implementation activities specified in the objectives be observed (measured)? (i.e., Are action verbs used in formulating the objectives?)

References which you may find helpful in formulating and stating incremental objectives include the following:

Mager, Robert F. *Preparing Instructional Objectives.* Belmont, CA: Fraron Publishers, 1962.

Vargas, Julie S. *Writing Worthwhile Behavioral Objectives.* New York, NY: Harper & Row, 1972.

Alvir, H. P. *Introductory Guidelines on How to Develop Learning Objectives That are Clear and Interesting Course Outcomes & How to Develop Performance Based Curricula That Are Relevant & Cost Effective Professional Competencies.* Albany, NY: Films, 1974. (ED 102 421)

Under What Conditions Will the Implementation Activities Take Place?

Most career education advocates who are directing a project find themselves operating under rather severe time and money constraints. Rarely do you ever have enough time or money to develop the best possible implementation strategy. Therefore, it becomes essential for you to determine what objectives can be met under existing conditions. Sometimes this means:

- accepting objectives which are less desirable than ones you really want to achieve
- deleting objectives which would be worthwhile but less essential than the ones which are scheduled in your plan
- installing only a part of the product

Before you can begin formulating specific objectives, you will need to carefully analyze the perceived needs of the people you serve. The objectives in your plan should reflect potential barriers which you expect to encounter as you implement career education products in your school district. Your ability to set incremental objectives which can be attained successfully, depends, in large measure, upon an accurate diagnosis of conditions present in the client school setting (step two in this handbook).

The conditions you identify in the client setting may facilitate or inhibit the use of career education products. For example, the presence of identifiable opinion leaders among teachers or counselors in a school system should help a career education advocate identify volunteers for small scale implementation activities. The presence of factions among teachers in a school district, polarized along ethnic, social, or sexual lines (i.e., the well-protected "turfs" of home economics and industrial arts) should be a warning signal to a career education advocate. An implementation strategy for heterogeneous populations requires careful monitoring of public information about the project and extensive coordination of implementation plans with representatives of vested interest groups.

You should take every opportunity to sort out those conditions in the client setting which are most important. The objective is not to end up with several hundred specifications of conditions, but, rather, to isolate a few key considerations such as the following:

- Is there a regular time during the school day when teachers and coordinators are able to plan a program together?

- What policies exist to inhibit or facilitate the use of consultants from the community?

- Are funds sufficient to hire substitute teachers in order to release teachers for curriculum development activities?

- Can volunteers be used in the school system?

- If outside funds are being used in the implementation project, what assurance do you have from the school administration that career education will continue once the special appropriations are depleted?

The incorporation of career education into the school organization at every level should be the ultimate objective of each implementation plan. Your objectives should reflect realistic conditions which are operating to slow down or speed up the acceptance of career education.

The following Implementation Case Study can provide you with simulated practice in identifying positive and negative conditions prior to formulating objectives. As you read the case study, consider what positive and negative factors are likely to influence your selection and statement of incremental objectives. A discussion of such factors follows the case study.

Implementation Case Study

You are the project director at the end of the first year of a three year implementation effort. It is September 1975 (the project started in September 1974). During the first year, career education materials were introduced into one of the high schools and its feeder elementary schools in the major city in your county school district, a town of 50,000. Another high school in this city is to use career education materials in all subjects taught by the end of the third year of the completed project.

In addition to this high school in the primary metropolitan center, there is one high school in each of two communities of approximately 20,000 in the county. A distance of approximately 20 miles separate the three towns. You are responsible for obtaining use of the career education products in these communities as well as the major trade center of the county.

Results during the first year of the implementation effort were less than spectacular. Ten teachers in the twenty teacher high school have tried the career education curriculum materials. Only half of the ten teachers are complimentary toward the curriculum units. Some teachers are openly critical of the time and energy which has been spent during the last year on the project. The administrators have granted most of the requests you have made, but they are not willing to endorse the product to teachers. Community leaders have not expressed an opinion about the project.

No advisory committee or steering committee has been formed. Some money has been paid to two coordinators (located in the county superintendent's office) for work on the project, but but very little has come of their efforts.

Reports to state staff have lagged. The ones which have been made show the project to be behind schedule and using funds at a faster rate than was budgeted at the beginning of the project. To make matters worse, there appears to be a likely cut of 10 percent in the state money promised to the local district. You have talked with the school board one time about the possibility of budgeting more funds for the project, but the meeting ended without a definite commitment. It appears unlikely that any local funds will be allocated to career education without evidence of teacher acceptance of career education materials.

The following positive and negative factors are described in the case study:

Positive. The project director has one year of experience. This should aid him/her in diagnosing future problems in the implementation setting. Undoubtedly, he/she has established contacts with administrators and some teachers in the county system. The community is not against career education, and the administrators are in favor of it. Now, they must become advocates of the product.

Negative. Only five teachers are willing to speak out for career education. We don't know if they are opinion leaders in their school settings. The three communities in the county system are some distance apart, thus making teachers' meetings after school difficult. More money is needed to maintain the program at the same level as last year, and thus far, the career education coordination staff have proved ineffective.

The two-year time frame is relatively short. Actions to mobilize the teachers in each of the high schools must be taken immediately. These actions must be least cost measures. The implementation strategy will have to do without examples of success in the home school district. Perhaps some teachers and students can be invited in from other districts to advocate career education.

What Standard of Excellence is Acceptable?

Poor quality performance should not be acceptable just because no funds exist to refine the performance or products. One way of avoiding poor quality is to obtain agreement on minimum levels of performance at the time the assignment is made. Implementation objectives can help you establish sufficient detail to allow an independent observer to know if such standards have been met.

Commonly, writers of performance objectives specify criteria for acceptance in the statement of the objective. For example, a student may be required to type at the rate of 65 words per minute with one error before passing a typing class. Or a welder may be required to execute a certain type of weld in a specified period of time which will withstand so many pounds of pressure. Criteria such as "words per minute" and "pounds of pressure" are relatively easy to measure. They exhibit observable properties which are not present in many psychological variables.

Career education product implementation objectives should be written in a manner which allows for accountability. Some examples of correct and incorrect objectives follow—

CORRECT	INCORRECT
• At least 10 percent of the pupils in the school district will be exposed to career education units by the end of the school year.	• Pupils in the school district will be taught career education.
• At least 50 percent of the high school teachers in the pilot program will participate in credit courses of one-week duration the week before school begins in the fall.	• Teachers who want to upgrade their skills will be able to participate in in-service training.

The career education product implementation objectives should contain evaluative criteria for determining when the objectives have been attained. Even if the statements are somewhat arbitrary the *performance criteria* provide feedback to the advocates on how well they are doing. The extent of the advocate's performance in the implementation effort can be expressed a number of ways. Some examples follow:

- Minimum standards, e.g., number of people contacted
- Maximum number of permissable errors, e.g., number of teachers rejecting the units
- Specification of time standards, e.g., date by which the implementation technique is to be implemented
- Tolerance, e.g., the ability to withstand ambiguous evaluations
- Expected percent successful, e.g., number of students placed in jobs

The following list of implementation objectives include criteria for evaluation (performance criteria).

A monthly newsletter will be developed and distributed to help 70% of the teachers in Central High School respond favorably to implementation of career education.

Three of the ten high schools in the county this year will implement career education units with 75% successful student performance.

Incentives will be used which will encourage 80% participation in the career education program this year.

Of course the measurement of variables such as "participation" must be operationalized with instruments for collecting data.

What Language is Appropriate?

Implied in the previous paragraphs is the need to make objectives *behavioral.* Verbs such as "understand," "know," and "like" should be trasnformed into *actions* which can be *observed.* For example, a change advocate should understand the importance of a good relationship with the client populations, those whom he/she serves. His/her understanding and appreciation of this relationship can be operationalized by observing the priority given to client diagnostic activities in his/her installation plan. Therefore, one implementation objective which may be placed in a plan during the early stages of development is the solicitation of advice and information from the client audience.

Career education implementation objectives must be *operational;* this requires that the advocate write in the active tense. Some verbs which commonly appear in implementation objectives are the following:

1. The principal will *endorse* . . .
2. Advice from . . . will be *solicited* . . .
3. An administrative order will be *given* . . .
4. An incentive of . . . will be *offered* . . .

These "action verbs" call for *behavior which can be observed.*

The language should be as specific as possible without limiting the implementation of the plan. Precise statements make it easier to know if the objective has been achieved. Do not add limitations such as time, for example, unless *time* is an *important factor* which should be considered when accomplishing the objective.

Why Emphasize Incremental Objectives?

Incremental objectives are necessary in an implementation plan because (1) complex variables confront the change advocate, and (2) uncertainty is associated with future events. By formulating objectives which address short-range activities, the advocate can control his/her resources and improve his/her chances of impacting on the attitudes and behaviors of clients.

The complex formulation of an implementation plan requires the establishment of increment objectives because there are many special interest groups to be served such as:

1. administrator who agreed to the initiation of career education activities
2. teachers who may or may not be enthusiastic about the program
3. community representative who may not know what is happening.

There are other groups who have a stake in the outcome of the program: the students, the sponsor (if different from the school district), and special representatives in the community, such as potential employers. A plan containing incremental objectives is needed to cope with these multiple target audiences.

Uncertainty is the second reason for an *incremental* implementation strategy. Career education project directors rarely are in a position to control many of the events which influence acceptance of their product. Therefore, objectives must be flexible (i.e., stated actively and clearly, but able to be changed) in order to take into account unforeseen circumstances; such as:

1. the advent of new sources of funds
2. the lack of availability of facilities
3. the inability of personnel to perform on planned scopes of work

All of the above examples suggest a need to adjust objectives frequently. *Realistic objectives* are important if staff morale is to be maintained. Objectives should be of moderate difficulty (staff should have at least a 50-50 chance of reaching them), and should be consistent with other activities in progress in the local school system. The career education project should be part of the school district, not something set aside to use up funds just because they are available.

To summarize, incremental objectives for implementation plans should:

- be operational
- specify observable behavior
- be written independently of other objectives, but be consistent with the terminal objectives for the total educational plan
- express realistic levels of performance
- involve a moderate level of difficulty (i.e., attainable)
- be sequenced logically
- be flexible (i.e., able to be changed according to changing circumstances)
- relate to time and cost constraints

Profile Influential Elements

2

Like a motion picture producer, a career education advocate must always be aware of:

- who are the key players
- the expectations of the audience
- where problems are likely to be encountered
- who the clients are
- what techniques should be used to resolve specific problems

The handbook does not propose to answer all of these needs, but it does suggest procedures for arriving at some of the answers.

The second step in an implementation strategy (profile the influential elements) suggest three essential elements for your consideration:

- the *product* to be implemented
- the *client* to be served
- the role of the *advocate*

These elements are important whenever an implementation technique is being selected. They are equally applicable for a new program introducing a career education product to a community, or for an implementation effort which is beginning to phase out. We have emphasized the importance of these elements by listing them in the discussion of each technique in the techniques booklet at the end of the handbook. In short, we want you to keep the client, the product, and your role in mind whenever you attempt to influence others to accept career education.

What is the Product Being Implemented?

Like any good salesperson, an advocate must know the product being promoted. We assume that you, as an advocate of career education, believe in the concept; but you need to make your clients aware of the technical qualities of the particular package you have available to use.

1. Has the product been developed in an agency similar to yours?
2. Has it been field tested; do you have results available?
3. Is the product directly related to student learning? If the answer is yes, what is the appropriate grade level?
4. How much time does it take to use?
5. Will teachers or others being asked to use the product need to learn new skills?

You can determine the answers to most of these questions before you go into the field to implement the product. Such background information can make you more credible as a change advocate. Also, the product you are advocating may be under development. If this is the case, you will not want to give an unqualified endorsement of the product.

A product which is *oriented to student* use has an advantage over other kinds of products. Decision-makers are more likely to endorse a product which can show evidence of successfully influencing student outcomes. They would likely *not* endorse, for example, a manual for reorganizing the schedule of classes in a high school which may or may not touch the lives of students in a significant way.

Further, you need to know whether the product has *potential for organized acceptance or nonacceptance* either within or outside of the organization. Teachers, principals, and superintendents represent powerful forces who can lobby for or against a proposed new product. To address this concern, a favorite approach of many successful change advocates is to identify a person who is a member of the potential user group, persuade this person of the merits of the product, and request this person to present the product to the intended user audience. If the individual selected for the presentation is known and respected by the potential user group, his or her comments are likely to carry more weight then yours. The use of such "opinion leaders" to persuade audiences gives the product credibility.

The ease of implementation of a career education product should not be the primary concern of the change advocate. However, if the product is of sufficient quality, it should be implemented regardless of the reorganization and adjustments required. However, it is rare to find a product which has no potential liabilities. *Therefore, the change advocate can ease the burden of implementation by adjusting the product to fit the local circumstance or scaling down the new product to implement only a part at a time.* When one does this, he or she must take care not to damage the integrity of the product. Some career education innovations are complex, with interrelated subparts. If one part is omitted, the entire product suffers. For example, it would be difficult to imagine a student follow-up service lacking a reliable means of obtaining answers from students. A student questionnaire or other instrument should be considered an essential part of a product.

Knowledge of the product to be implemented is essential if users are to understand the benefits and problems likely to be associated with its use. The advocate of a product should try to learn as much about its history as possible; he/she should have access to information on field trials, pilot studies, and other data which would tend to indicate its reliability and validity in field settings. Conversations with the product developers can reveal details in the operation of the product(s) which would be helpful to anyone contemplating is use. You, as product advocate, should be alert, however, for developer biases regarding product uses which may not be practical for the specific audience or setting.

You must also be aware that not all products have been developed to the same degree of sophistication. For example, a curriculum unit which has been tried in two or more different settings and revised at least once is likely to be more developed than one created and used by a single teacher in his or her classroom. Further, consumers vary in their ability to use underdeveloped products. A teacher who is well grounded in the subject of the curriculum unit and alert to deviations which cause the learning of inaccurate concepts is in a better position to attempt an underdeveloped unit than a beginning teacher whose expertise lies primarily in subject matter. Also, some teachers are more resourceful than others; they are likely to supplement meager teaching materials supplied with the unit with additional aids or ideas drawn from their own experiences. And finally, some school districts are better prepared to use and test underdeveloped units than others in that they have procedures which allow systematic evaluation of instructional materials. All these conditions contribute to the likelihood of successful use of underdeveloped units in school systems.

Furthermore, just as you should know as much as possible about a specific product's development and use, you should also be able to describe career education products in an appealing manner to potential users and be able to highlight desirable features of such products. You may want to consider the following description as a model or base for developing your own description.

> Career education products offer the possibility of bridging the gap between schooling and employment by providing occupational and pre-occupational experiences in business and industry for students. These experiences would be conducted under the supervision of a qualified educator who is in a position to design educational experiences which reinforce the values held by the student. These real life experiences should provide a knowledge base for decision-making later in life as the individual learns to cope with changing occupational demands and societal conditions.

Who Is the Person(s) To Be Influenced?

One can hardly think of a more important question for the advocate to ask at any point in the formulation of an implementation strategy. Just as the film producer is looking for a star, the career education advocate is looking for authorities and opinion leaders to try the product. The selection and use of most of the implementation techniques contained in this handbook depend upon an accurate diagnosis of the client setting.

The establishment of an incremental objective (step 1) implies the identification of someone to be influenced. *Sometimes this person is a sponsor* who needs information on the progress of the implementation activity. Depending upon the source of the funds, your sponsor may be one of the following:

- State Coordinator of Career Education
- Research Coordinating Unit Director
- State Consultant for Vocational Education
- Regional Service Center Project Director
- Assistant Superintendent for the School District
- President of the Local Teacher's Union

Frequently, you must influence *other educators* such as:

- classroom teachers
- building principals
- guidance counselors
- curriculum coordinators
- school probation officers

And, the *lay public* has a stake in career education:

- chairperson of the advisory council
- president of the school board
- parents
- heads of civic associations
- labor unions workers and officials
- business and industrial representatives
- representatives of community action groups
- president of the parent-teachers association
- representatives from community churches
- potential students

You may choose various ways to influence the publics who are watching the success of the implementation activity. But, you will be more successful as an advocate of the innovation if you are able to accurately identify the appropriate persons to be contacted during the project.

It should be emphasized here that it is the student who needs to be kept in mind as the object of career education materials and procedures. Typically, the student has limited power which can be brought to bear on implementation activities, but this should not imply that you should forget the need for student satisfaction. In the long run it is this satisfaction which acts as one of the best recommendations for the career education programs.

You should consider, also, that the persons to be influenced do not live and work in a vacuum; they have limitations like everyone else. Sponsors may be removed from the implementation activity and not understand the reasons for changes in schedules. Teachers in a school system have specialized areas of expertise; they may not appreciate the need for career development activities. Parents and others in the community may accept career education with open arms only after they are convinced it will make their children more competitive in the job market. Such limitations of perspectives and positions need to be taken into account when formulating an implementation strategy. For example, you may discover that minority leaders in your location have been openly skeptical about career education. They have seen career education as a tracking system designed to "keep minorities in their place." They fear that it would channel minority students into low-paying jobs rather than prepare them for academic education after high school. You would therefore, want to address these concerns and attempt to overcome a potential barrier to implementation of career education. Some possible ways of doing this would be to:

- organize an advisory council with minority members on it
- communicate with leaders of minority groups to determine potential reaction in the community to future public statements about career education

- develop a public information campaign which aims to destroy the myth of a tracking system for minorities

- promote the appearances of minority students (who have had successful career education experiences) at civic meetings, school assemblies, etc.

The Organizational Setting

A change advocate must plan carefully to include all of the important persons in his/her solicitation of support and approval. Particularly, this applies to his/her superiors in the organization. For example, if a mid-management person, such as a school principal, is bypassed in the decision-making process, it could prove to be disastrous for the project in that school. This rule also applies to officials at the state and regional levels as well as to those who are funding the product implementation activity. *The advocate should know who approves what decisions.* It may help to have a checklist which reminds you, as the advocate, not to overlook key officials in the organization.

Some school systems are highly organized and structured for close supervision of learning activities. Others seem to delegate authority to a greater extent. Sometimes it is easier for a change advocate to work in a centralized authority situation. You know, then, that the endorsement of the top manager in this situation can bring about use of the product. The only question is one of the permanence of the use. Frequently, product users cooperate only under supervision and revert to prior activities which are more consistent with their beliefs and attitudes when they are unsupervised. You will need to be on guard for such ceremonial adoption. Use of the product is likely to be far more effective if the goals of the innovation can be internalized by those individuals who are expected to use it.

Close supervision of teaching faculty may or may not result in more effective use of the product; utilization may depend upon the amount of agreement between the teaching staff and the administrators. No amount of "close supervision" can be effective in forcing a teacher to use career education materials. The installation and use of career education instructional products must come, in the long run, from a commitment of the teaching staff.

Relationships among administrative variables and implementation activitis are not well known. Research into these processes have failed to yield clear, convincing evidence of a positive influence on the acceptance of the product. However, the following types of variables and comments may need to be considered:

- Complexity—A district with many autonomous departments. Each department may manage its own work, somewhat independent of central office authority, making district-wide implementation more difficult.

- Centralization of Decision-Making—A complex organization with leadership dispersed throughout the administrative and teaching staffs is likely to require more implementation time than a smaller organization with fewer decision-makers.

- Standardization—Rigid adherence to routine school procedures and guidelines, makes pro-product adaptation difficult.

- Heterogenity—A teaching staff with diverse racial backgrounds and educational philosophies, requires selective communication and extensive use of opinion leaders.

- Size — Large school systems tend to have slightly more flexibility in the use of resources than small school systems. School staff tend to be more specialized in large school systems.

- Affluence—There is an unclear relationship in diffusion research between affluence and the use of innovations.

The Community Setting

Many of the variables listed previously can be applied to the situational constraints of a community. Small rural communities are more likely to be conservative in their outlook than metropolitan centers. A change advocate must determine the pace of implementation activities appropriate for the community.

As a change advocate you should recognize that you are both profiling a community and influencing its readiness for career education. By releasing information through the mass media and creating mechanisms such as advisory councils to communicate with the community, you are raising the community's level of awareness about career education. Always, persons in the community and in the school district are in a dynamic relationship with their environment. You need to be sensitive to this relationship and responsive to the client's state of readiness for career education.

Any community will have opinion leaders, persons who are respected and sought after for advice. You should identify these opinion leaders as soon as possible and strive to get them involved in the organization and implementation of career education. Usually, a local merchant or member of the school board who has been in the community a long time is in a position to identify opinion leaders to you.

You need, therefore, to determine clients' perceptions of career education. You can do this by taking advantage of faculty meetings in the school to ask questions. Appearances at Rotary Club meetings or other gatherings in the community can give you an opportunity to promote career education and ask questions of persons present. A more formal means of soliciting information, the use of an advisory council, has already been mentioned. This council should be representative of persons in your school district. These persons should be in a position to assist you in locating businesses for student work experiences and in interpreting community needs regarding the school program.

Another means of determining clients' perceptions of career education is a formal survey. This could either be mailed or used in a door-to-door campaign. Whatever procedures are selected, they should be cost effective for your time as well as for the use of funds.

How Much Influence Does the Advocate Have?

Typically, career education project directors have obtained their influence from one of two sources: their positions or their personalities. In reality, influence is a little bit of both. The career education project director should be able to command the respect of the administration and the resources necessary to implement products. This could be done by funding the position at a mid-management level within the district. On the other hand, career education project directors who mix and mingle with teachers, who have had experience as a teacher, and who identify with students in the classroom are more likely to have informal influence.

Formal Authority

Some project directors advocate career education on a part-time basis while maintaining other responsibilities. This has the advantage of providing some job security to the advocate with an implementation project end date, but it may also contribute to less emphasis being placed on career education. Usually, formal authority is associated with administrative positions in the superintendent's of principal's office.

A career education advocate with formal authority may have difficulty identifying with those whom he or she is paid to influence: the teachers and others using career education materials with students. Those in positions of formal authority have an advantage in the use of the directive implementation techniques. Most directive techniques can be used best by those with formal authority. While this type of technique has limited application in most implementation settings, a concerned, responsive advocate in a position of formal authority should be able to determine when such techniques can be most effective and use them conscientiously.

Informal Esteem

Respect from one's peers comes with years of experience in an implementation setting and a genuine desire to serve people. Career education advocates who come from the teaching staff of a local school have an opportunity to possess this informal respect and esteem. A person who is brought in from the outside, or who is not known by the clients, frequently does not have the same opportunity to develop informal esteem during the initial stages of the project.

An advocate has an opportunity to extend his or her influence to other persons in the system as the implementation process moves from initiation into full-fledged implementation. The administrative support so necessary to initiation can take the form of endorsement and approval of implementation activities. Peer groups of teachers should be influenced by opinion leaders to favor career education, thus extending advocacy of the product. Eventually, implementation activities should occur in the community where business and professional leaders can take up the banner for career education. Much of this influence process is informal and personal. Relationships between people provide the advocate with a powerful means of implementing career education products.

You will want, also, to examine your ability to promote the implementation of career education products through interpersonal relationships. Are you perceived by the client group as "one of us?" This identification with the client reference group is very important. A change advocate was once told by one group of clients that "you can't come back from a place you have never been." The clients were telling the advocate that he/she had never related to them well personally, nor perceived himself/herself as a member of their group, and was not likely to be considered a member now. This distinction of being labeled an "outsider" (this distinction can be applied to "insiders" too) can hurt a change advocate in his/her relations with others. You should make every effort to adhere to some of the customs in the school and the community which make you more acceptable to the people you serve, and to develop your personal interaction skills.

For example, a career education advocate who is most effective in influencing others is likely to have certain characteristics. He or she would be personable, easy to talk with, and sensitive to the perceptions of other people. He/she would possess a knowledge of the career education product and an ability to make decisions quickly and delegate authority to other members of the project team.

The opposite problem of "being too close to the situation," can also plague a change advocate. Clients may feel they know you so well that they can ask favors and expect special privileges. This is a pitfall which must be avoided, because objectivity is an important virtue to maintain in this position. You need sufficient "distance" from your clients for your advice to prove itself reliable and correct.

The advocate's role is truly of a marginal nature; that is, he or she must maintain respectability in at least two camps: product developers must have sufficient confidence in the advocate to share information concerning problems in product development; and the ultimate users must feel that the advocate can understand and empathize with their position. The advocate is a link between the product developer and the product user, a role which sometimes requires the translation of technical information about the product into practical, useful terms.

Implementation strategies, therefore, require accurate profiling of the situation to determine the desirable characteristics of the product, the identification of persons to be influenced, and the characteristics of the advocate. Implementation techniques can be selected and used more effectively if barriers can be anticipated and facilitative factors are identified and used. Listed below are several guidelines for change advocates.

Knowledge of the Product

- Be alert for evidence substantiating claims made for the products.
- Try out parts of the product separately whenever possible.
- Be objective about the product.
- Describe the product in handouts which can be left with clients.

Familiarity with the Organization

- Become familiar with different sections of the organization.
- Identify the influential persons in the organization.
- Set aside time to talk with these individuals.
- Work to obtain some assurance of job stability.

Familiarity with the Community

- Reside in the community whenever possible.
- Become acquainted with businesspersons in the community on a first name basis.
- Join a civic or service club in the community.
- Take steps to become accepted by ethnic populations in in the community.

Amount of Authority

- Write a job description for yourself if you do not have one.
- Obtain the assurance of support from your immediate supervisor in advance of key decisions.
- Prepare a budget and monitor expeditures closely.
- Identify yourself and the implementation activities as closely as possible with the organization where the career education product is being implemented.

Select Appropriate Implementation Techniques

3

The development of an implementation plan must include the selection and proposed use of individual techniques. The selection of techniques is the last step in planning which leads directly into the implementation of the plan.

An Implementation plan is absolutely necessary in order for a project director to remain in control of uses of time and funds allocated for the implementation process. *Without an appropriate implementation strategy the change advocate is left to rely upon his own intuition and personal judgment.* The absence of a well planned strategy is analogous to a school without students. In other words, a strategy is the foundation for bringing about change.

More will be said about the plan when we discuss initiating the actions (the next step). But, in practice, the change advocate will want to be ready to switch techniques and adjust objectives whenever new information indicates this is desirable. Therefore, the availability of a monitoring system for determining the performance of staff associated with the implementation process is essential. (More will be said about evaluation in step 6.)

You will want to begin to develop a way of looking at an implementation event (relationships between yourself—the advocate—the client, and the product). Consistent with the notion of an *incremental* objective, you should begin to think in terms of an *incremental time frame.* Implementation techniques are going to be selected at a point in time. Considerations influencing your decision to use a technique will be based on the information you have at a certain *point in time.*

What Are the Conditions for Implementation?

Suppose you find yourself in the following situation.

> You are planning to introduce career education information to the entire staff of a high school during an inservice education meeting scheduled for early September. You have cleared this with the principal and superintendent. But a clause in the current contract of the teachers subjects all professional inservice activities to the recommendations of a standing committee of teachers and other professionals in the building. There is insufficient time to clear your intended inservice training with the committee.

You can tell clearly from this that another technique for creating awareness of career education among the specific faculty of the school will be needed.

Techniques have very limited and specific uses in an implementation strategy. A technique may be used—

- to provide information
- to stimulate staff to meet deadlines
- to encourage high quality performance
- to minimize the risk of failure
- to generate ideas
- to ensure use of procedures

We could list many different and sometimes conflicting uses of implementation techniques. But, *the reason for selecting a technique depends upon the conditions present at the time of use.* For example, a newly hired and relatively unknown career education project director could issue a memo requesting information from professional staff and receive very little information. An opinion leader could release the same request with much better results. Listed below are examples of conditions which influence the selection of techniques.

The Stage of Implementation

Advocates who are introducing career education products to users for the first time should use different techniques than for repeat performances. Likewise, a newly begun implementation program in a school district should concentrate on the release of product information for the purpose of creating awareness among potential users. You will be concerned later in the project with evaluation and trial use of the career education materials.

The Product Audience

One of the keys to the selection and use of implementation techniques is the identification of the "proper" client, the person(s) who is likely to increase the use of career education with the least investment of time and effort by the advocate. Sometimes a personal endorsement from an authoritative figure such as the superintendent of the school system can do more to persuade school staff of the urgency of the need to adopt career education than large amounts of information on its merits.

Other conditions which influence the selection of implementation techniques are the following:

- a little overt advocacy for the career education materials in the school district
- a limited and ineffective career education implementation staff
- a small budget
- the necessity for involving more schools
- difficulty in getting the teachers together
- no community involvement in the schools

Characteristics of the Techniques

The techniques contained in this handbook are grouped under three categories: informative, persuasive, and directive. The headings are general guides to the use of the techniques, *not* firm descriptors of likely effectiveness. The effectiveness of the technique is determined by the response it receives from the client, for, *the client, more than the advocate, has control over what happens as a result of the use of the technique.* Further discussion of the technique groupings can be found in the introduction to the technique booklet. Some general comments about each group of techniques follows:

Informative Techniques

These techniques use written, spoken, and audiovisual means of conveying ideas to an audience. The demonstration of the process of career education activities fulfills this definition. Informative techniques assume clients' lack of knowledge about the innovation. Providing information to clients tends to prepare them for decisions they will make during the process of implementing the innovation. This technique assumes the users are motivated to use career education products.

Persuasive Techniques

This class of techniques uses personal influence and appeals to aspirations for prestige, power, and other motivations as a means of enlisting support for the innovation. Appeals to peer pressure or other sources of authority may be used to persuade persons to try the innovation. Frequently, these techniques attempt to involve the client actively with implementation activities. The technique assumes users have the knowledge necessary to use the innovation.

Directive Techniques

These techniques rely upon the formal power of the advocate to enforce decisions made during the implementation process. The client frequently has a limited amount of influence which can be used to resist these techniques. Directive techniques run the risk of appearing to influence the implementation activities in a positive manner, when in reality only a "ceremonial" adoption is taking place.

The following implementation techniques are included in the last section of this handbook (the techniques booklet).

Informative

1. Printed Information
2. Audiovisual Material
3. Mass Media
4. Lecture
5. Symposium
6. Demonstration
7. Survey Feedback
8. Discussion
9. Brainstorming
10. Consultation

Persuasive

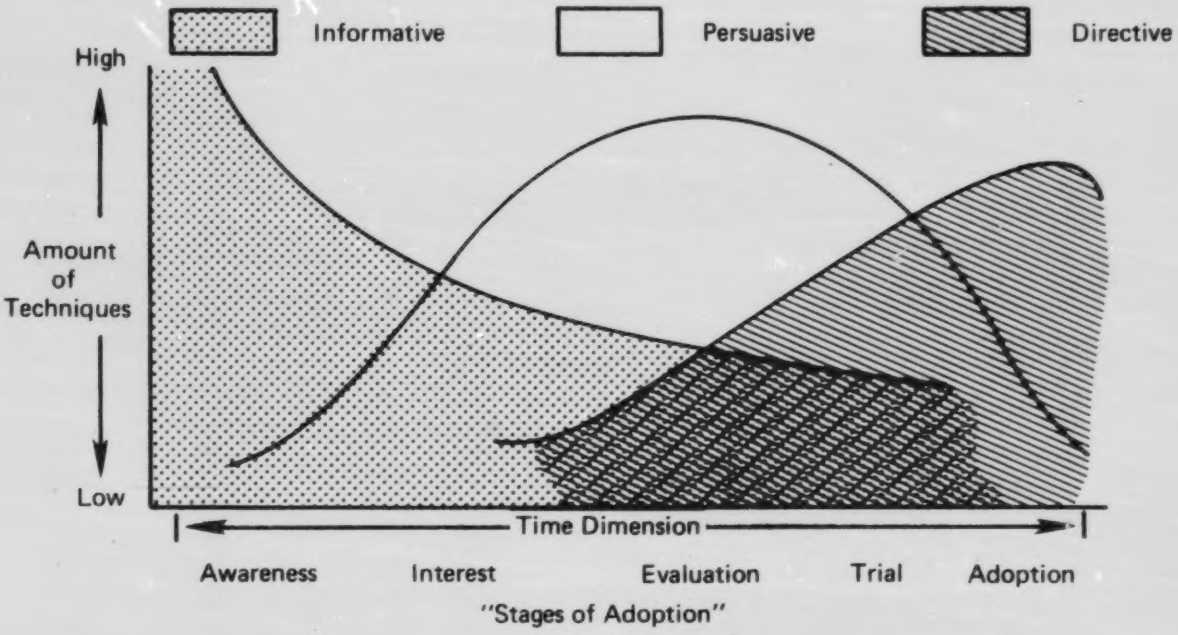
11. Personal Interview
12. Role Playing
13. Cooperation
14. Staff Development
15. Differential Staffing
16. Involvement in Product Development
17. Small-Scale Use of the Innovation
18. Competition
19. Bargaining
20. Promotion of the Product
21. Endorsement by Authorities
22. Recognition of Trial Users
23. Financial Incentive
24. Overstatement

Directive

25. Deadlines
26. Legal Mandate
27. Fait Accompli
28. Strategic Replacement of Staff
29. Treats or Punishment
30. Strikes/Boycott

In reality, there are times during the implementation of career education when techniques are needed from each of these three categories. The "mix" of technique types depends upon the situation at hand: the urgency of the task, the competency of the clients, etc. The selection and use of each type of technique should be consistent with the interests and desires of the client.

Research indicates that the technique types (informative, persuasive, and directive) are perceived to be significantly different in their level of effectiveness for implementing innovations. This effectiveness varies for each technique type at different stages of adoption. The following illustration provides a general rule of thumb for estimating when to use the technique types.



Informative techniques are perceived as most effective early in the implementation process. They may be used to create awareness and generate interest. Many of the specific techniques listed in this category utilize mass media techniques. Informative techniques should be used when there is a need for rational information to resolve a problem. Clients need to know the facts associated with career education activities. This information helps them build an image of the desirability of career education, and this process takes time. Therefore, informative techniques tend to be used at the beginning of the implementation activity.

Persuasive techniques which depend upon interpersonal influence show a wide range of effective use. They extend from the generating of interest through the trial use stage of adoption. Persuasive techniques have a broad range of application throughout the duration of the implementation project. Conditions calling for interpersonal communication are subject to persuasive techniques. When a board member is asked to budget funds for a new career education activity, or a teacher shows some reluctance to get involved in career education, persuasive techniques are needed. Other factors, such as the degree of influence the change advocate has with the client, will determine the particular persuasive technique to be used in the situation.

Directive techniques tend to be most effective later in the implementation process. When time and/or money run out, the career education advocate may have to use some of these procedures to get the work done. Directive techniques are viewed by many as a last resort. When all else fails, directive techniques are employed. They *can* be quite effective; however, one condition must be present: the person using the technique must have more formal or collective authority than the client. For example, a principal may require a teacher to become involved in a curriculum development effort; but a teacher would have to use a collective decision-making technique such as bargaining to gain power over the principal.

In practice, a change advocate uses a mix of these three groups of techniques to resolve problems as they arise in the use of career education products. Implementation problems are most often people problems. An astute change advocate with a planned use of selected techniques can effectively influence others to accept products.

Techniques may be personal or impersonal, harsh or pleasant, rewarding or punishing, etc., depending upon which techniques are used under what conditions. Personal values enter into the selection of every technique, and the successful use of any technique depends upon the conditions of the moment. *Therefore, the authors of this handbook do not personally endorse the use of any technique listed.*

Time and Sequence the Actions

4

The best plans mean very little unless they can be implemented in a manner which is consistent with the demands of the task. Implementation activities require cooperation and coordination among project personnel and others who control the use of resources such as time and funds. Persons expected to use the career education product should be considered in the implementation activities. Their ability and willingness to try new educational activities should have a substantial influence on the selection and sequence of techniques used to implement the product.

The Need for Proper Timing and Sequencing

As a career education local project director, you probably lead a life of daily crisis in most school situations. You:

- meet with teachers to screen curriculum materials
- answer questions from representatives of special interest groups in the community
- respond to the superintendent's request to provide information for the school board meeting
- balance the budget to end the year with zero funds left in the project
- initiate actions to request audiovisual equipment for a meeting of school staff
- devise inservice education plans for teachers

Rarely is time taken to plan sufficiently in advance to anticipate program needs and allow for smooth implementation events. It is very easy to find yourself responding to demands on a day-to-day basis. Of course, some of the larger school districts do not have a single director, but rather, a staff of people to implement the concept of career education. When this happens, coordination becomes a major concern.

An implementation plan in which activities are timed and sequenced can enhance the effective use of implementation techniques. Such a plan allows you to "buy time" by anticipating problems before they happen and enables you to marshal resources to deal with problems effectively. For example, you will face the problem of when you will need to evaluate. You will have to ask yourself if you should rely on process evaluation exclusively or on product examination as well. You will need to decide what you are going to call "products": students, instructional materials, or both. (Step 6 in this handbook discusses techniques for evaluation of implementation actions.) A plan with carefully timed activities provides a basis for addressing such problems through rational decision-making.

Proper timing and sequencing of implementation actions have many advantages:

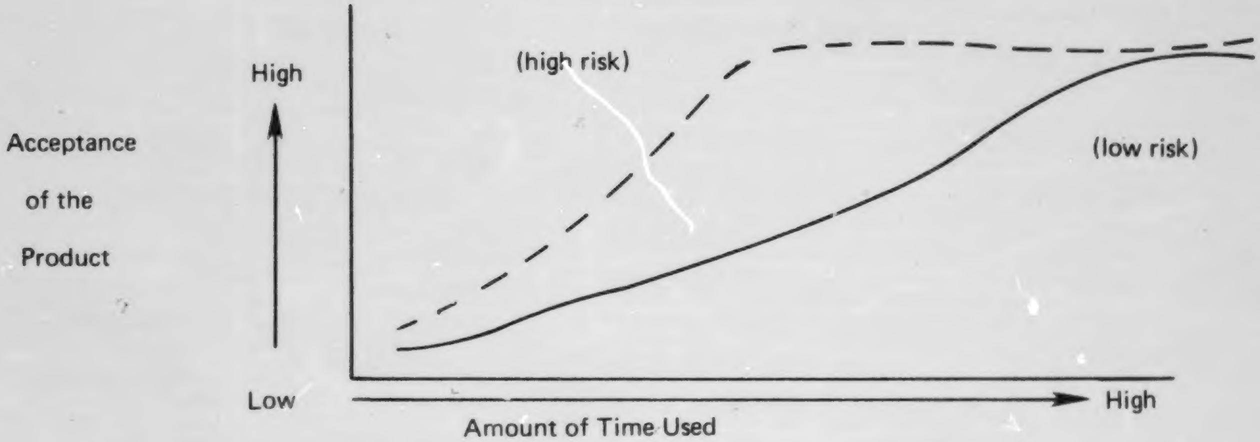
- Many implementation problems are anticipated in advance.
- Records of planned achievements are available for inspection.
- Resources (time and money) can be allocated in advance.
- Due dates can be set for each implementation task.

The timing of actions can be very important indeed to a change advocate. If a deadline date such as the completion of curriculum units is missed, the delay could cause serious problems in the use of such units in the classroom. It may be better to present the units in a somewhat unfinished state than to risk complete failure in the implementation of the project for the year. Of course, the use of untried products is not encouraged; such action would be a true emergency measure requiring close monitoring of the implementation activities.

The timing of the implementation techniques in an implementation plan is a unique consideration; and many factors, such as the following, influence the use and sequence of techniques.

The Risk-Taking Ability of the Advocate.

The personalities of some individuals allow them to engage in behavior which would be upsetting to most persons. The willingness to risk personal prestige or reputation by taking responsibility for difficult decisions may increase the effectiveness of the advocate *or* lead to a quick removal from his or her position depending upon the appropriateness of the decision. The "high risk" advocate is more vulnerable to criticism than the person who plays a conservative implementation game. The illustration below provides an example of the implementation time lines for two advocates.



Some individuals who are low risk seem to make decisions based on what they have to lose. This strategy tends to make the implementation process slow and unimaginative. The objectives of most individuals are to maximize the probability of implementing the product while minimizing any danger to personal prestige or reputation.

The Desire of Clients for the Product.

The optimum implementation strategy is based on incremental objectives which are paced appropriately for the school and community. Some schools have reputations for being first to try innovations. This situation would encourage the use of techniques for rapid implementation of career education. Other school districts are rather conservative in their trial use of new ideas. A change advocate would face some trouble if he/she tried to press an innovation too rapidly in such a district. Whichever is the case in your particular setting, *the speed of the implementation process must be consistent with the expectations of the clients in the community and school district.*

The pacing of an implementation strategy should be based on:

- the past history of the school district in adopting innovations
- the opinion of opinion leaders among potential users of the innovation
- the advice of the superintendent
- the quality of the product
- other considerations unique to the particular audience or setting

The Time Remaining in the Implementation Project.

Time, like money, is a resource which needs to be budgeted and expended carefully. Fortunately, allocations of time can be related to stages in the adoption process. Everett Rogers in a book entitled, *Diffusion of Innovation*, published by the Free Press in 1962, identified five stages in the adoption process:

- Awareness—The client is exposed to the product but lacks complete information about it.
- Interest—The client is actively seeking additional information about the product.
- Evaluation—The client mentally applies the product to his present and anticipated future situation.
- Trial—The client uses the product on a small scale to determine its practical utility.
- Adoption—The client uses the product for an extended period of time.

The stages correspond to the mental processes most people follow in some fashion or other before making a decision. Your time allocation and selection of techniques can be related to these stages of adoption.

Cost Constraints.

Few implementation projects have all the money they need and can use wisely. Worthy endeavors are often not funded. Therefore, you need a means of prioritizing requests for funds. The best way to do this is with a needs assessment which clearly indicates which tasks are most important.

Since implementation projects are funded from sources outside of the local school districts, some plans require that you show evidence of continuation following the phase-out of federal or state money. Your activities should therefore be geared to influencing local decision-makers to approve funds for career education.

Outside funds may have limitations on their uses; e.g., some can be used for instructional purposes while others cannot. Sometimes possibilities exist for reallocating local monies to accommodate implementation of the product. These procedures require project directors to relate effectively to other persons in the school organization,

At this point you may want to consider some sample implementation situations which would influence your selection of techniques consistent with the constraints of the situation. As you read through the situation, you will need to consider the techniques in the techniques booklet at the end of this handbook.

Assume, for example, that your project is in the *awareness* stage of adoption; that your purpose is to *provide information*; and that you are influencing *community representatives*. The installation technique to use in this situation is No. 3, *mass media*, because you are trying to communicate with a mass audience at the awareness stage of the implementation project. Newspapers, radio, and television are excellent means of reaching mass audiences. These news media can bring facts and information to the attention of relatively large audience inexpensively.

Next, assume that your project is in the *evaluation* stage of adoption; that you want *to legitimize the career education products* and influence *teachers*. Here, at the evaluation stage, interpersonal actions seem to be most effective. Sometimes people try a product strictly on the advice of a respected friend. There are two techniques which could be used depending upon the situation at hand: technique No. 18, *competition*, or technique No. 21, *endorsement by authorities*. If other products were available as substitutes for the career education materials under study, you may want to have a committee examine all possible educational products. On the other hand, the situation may call for a comment by informal or formal opinion leaders who can influence others to accept the product.

Finally, assume your project is in the *adoption* stage and that you want *to obtain use of the product* and influence teachers. This situation suggests that adoption is taking place near the end of the time set aside for implementation activities. It may be time for drastic action such as technique No. 26, *legal mandate*, which includes the use of executive orders. The superintendent is in a position to direct school staff to use materials to the degree possible. Sometimes this is one of the last alternatives open to a project director.

How To Schedule Activities

A good place to start scheduling product implementation activities is with a school calendar. You should have all official school events scheduled in advance. This can help you avoid conflicts with other organizational meetings.

There ought to be a "best time" to conduct inservice training sessions with teachers and other members of the school staff who are to be associated with career education. Inservice sessions need to be coordinated with the respective department heads and counselors as much in advance as possible.

Resources from outside the school setting should be brought to the school at the most opportune time. For example, consultants should be asked for advice *before* a decision is made by school officials. Evaluators should be asked for their assessment while there is still time to revise the curriculum materials. A project implementation plan with properly timed activities can contribute to the selection and use of effective implementation techniques.

Many activities and tasks are associated with the implementation of career education in a school system, but no attempt is made in the handbook to itemize a comprehensive list of such tasks. Many activities will be associated with unique requirements of the specific setting or the type of career education products being implemented. However, the following two activities are designed to illustrate the sequential nature of the tasks.

Activity: Formation and Use of an Advisory Council

Tasks:
1. Establish criteria for advisory council membership.
2. Solicit nominations for members of the council.
3. Clear list of potential members with the superintendent.
4. Recommend members to the school board.
5. Notify individuals of their membership.

Activity: Development of an Evaluation Plan

Tasks:
1. Identify major processes and products in the installation plan.
2. Specify criteria for evaluating each process/product.
3. Assign a date for production completion.
4. Select procedures for evaluating each process/product.

The activities in the above information denote several tasks which should occur during a specified period of time. Some of the tasks may be scheduled concurrently; others may not be performed until the previous ones have been completed.

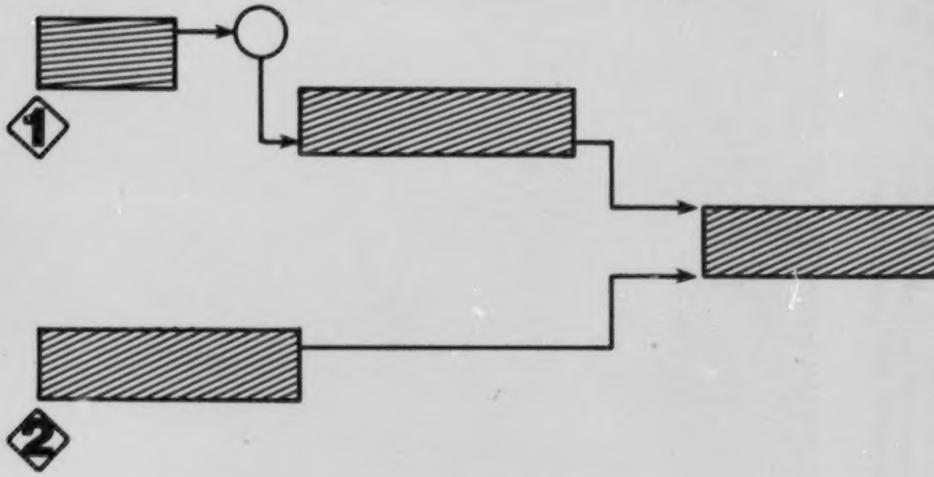
The next page contains an example of these activities as they may be used on a flow chart. (You will need to keep in mind, though, that the chart merely represents some aspects of the plan; it is *not* the plan itself.)

PLANNING GUIDE EXAMPLE

Project Time Line

Activities

1. Formation and Use of An Advisory Council
2.
3.
4.
5.
6. Development of An Evaluation Plan
7.
8.
9.
10.



Decisions ◇

1 Selection of Advisory Council Members

2 Selection of Evaluation Procedures

Dates would be placed on the upper line of the chart to indicate start and stop dates for the tasks. Commonly accepted flow chart symbols are as follows:

Processing Symbol – ▭
Flow Direction – →
Decision Symbol – ◇
Connector Symbol – ○

Flow charts exist in order to become out of date. You will want to amend the planned schedule either for time requirements or scope of work changes. However, the flow chart is useful for illustrating relationships among components of the implementation plan. It serves as a gentle reminder to project staff about materials and other aids needed for important future events. The following listing illustrates typical scheduling decisions. It may be desirable to conduct some of these activities throughout the duration of the project, although the table here displays forced choices.

	Beginning	Middle	End
• Inform the community		X	
• Evaluate use of curriculum units			X
• Hire consultants to legitimize the use of the products	X		
• Plan for evaluation	X		
• Write objectives	X		
• Conduct community surveys		X	

Initiate the Actions

5

Once you have planned an implementation strategy by timing and sequencing techniques, you are ready to put the plan into practice. The goal always is the acceptance and use of a particular career education product.

Because of your role and responsibilities, it is important for your clients to form a positive impression of you and the career education project. You need to attend to these impressions as you begin initiating actions in the implementation of the product. It is important to move somewhat cautiously at first unless you are extremely confident of your relationships with clients. A low profile usually provides you with the best information about your clients. You will want to avoid a high-pressure salesperson image with school staff.

Establish Yourself With Your Clients

You need to be sensitive to the concerns and aspirations of the persons expected to use the career education materials. Clients must be willing to share their feelings with you, but they are willing to do this only if they have confidence in your judgment and do not feel threatened by the change you are advocating.

Just as a film producer must know the plot and be prepared to emphasize critical aspects of the film, you should be prepared to select likely opportunities for implementation activities. Step 2 emphasized the importance of identifying decision-makers and opinion-leaders.

You are interested in having career education accepted by the school staff and leaders in the community. Career education, perhaps more than any other type of education, relies on community resources for assistance in instruction.

The Schools.

The school staff consists of:

- administrators
- teachers
- a host of other professionals who are integral to the process of career education, e.g., counselors, curriculum developers, etc.

The three classifications of clients within the school serve different functions. The functions correspond to:

- supervision and control
- instruction
- support services to students and professionals

This analysis of the school setting suggests several *initiation procedures* to career education advocates:

- All major actions should be cleared in advance with your superior in the school district. The implementation of the technique you select may require clearance with building principals.
- Career education products involving students are likely to focus on the teacher as the primary implementor of the activity. For this reason, this handbook uses teachers often in illustrations.
- You must coordinate implementation activities in advance with persons responsible for pupil support in school systems. Chief among these professionals are the counselors.

The school is the primary agency responsible for education in the district. Therefore, you should expect to use the bulk of your implementation activities with school persons.

The Community.

In addition to the school staff, a second audience, which is integral in the implementation of career education is the community. Business and industrial leaders form an important team of lay educators who can bring realism and practicality to a career education program. (However, you, as the advocate, will want to be aware of the fact that "practicality" may mean that quite often no role models are provided for females and that placement of females may occur primarily in traditional "female" occupations.) The planning activities flow chart in the previous step used the formation of an advisory council as an example for the chart. An advisory council is one way for you to initiate actions with the community. Council members can be helpful in:

- identifying potential training stations for students
- assisting in surveys of business and professional needs
- communicating information from other members of the community to you
- acting as spokespersons (advocates) of the career education program

Most persons in the community will learn about the career education program secondhand, either from students, friends, or the press.

The Press.

It is important for the career education program to receive a *good press*. Parents and other citizens in the community want to read about programs paid from tax dollars. Information on the effectiveness of the product should be released to the public for their attention. You will want to maintain good relations with the press by:

- providing invitations to the press on important occasions
- writing news releases for routine career education events

- double-checking the accuracy of information, e.g., the spelling of proper names, etc.
- meeting the time deadlines set for news releases
- preparing for radio and television programs in advance

Public information is essential for a positive image in the community. It is relatively easy for you to establish yourself in the community by being alert to news stories. Names make news! Newspaper articles and television appearances are a good way to give recognition to administrators, counselors, teachers, and students who have supported career education activities.

Impersonal vs. Personal Communication.

The initiation of actions in the community or the school system requires both personal and impersonal communication. You will need to use written communication in memos, leaflets, etc., for routine descriptions of career education activities. Your time as project director will need to be budgeted, for critical decisions deserve your personal attention. They should not be delegated to other members of the project team.

Personal communication (particularly one-to-one conversations with clients) is a powerful means of influence. For example, if you violate some process of protocol in the selection of staff members, your willingness to go to the person who has been offended, to apologize, and to explain why he or she was overlooked, can be important in overcoming the consequences of the error.

People respond to people. Usually it is to your advantage to go to clients personally if you have the time. Important decisions should be made by the project director and others in the school system in authoritative positions. Career education staff personnel should see themselves as interpersonal linkages between the project director and the audience.

Moreover, a network of interpersonal linkages is desirable because it extends the influence of of the project director. The formation of an advisory council has this effect on persons in the school and community. You can build on already existing communication linkages when you select opinion leaders to participate in trial use of the product.

Guidelines For Implementation Activities

The implementation of career education products requires much common sense. The techniques you use to implement the product are cumulative in their effect. You may find the following guidelines helpful when you begin formulating many of the implementation activities.

- Promote *voluntary* participation in the program. There will be enough implementation problems without forcing people to try something new and unfamiliar.
- *Start small*, and leave room to grow. It is much easier to expand a program than it is to drop commitments made at the beginning.
- *Select a handful of key teachers* as a cadre of catalysts in the district. These persons can visit other programs to become expert advocates of career education.

- *Ask for technical assistance* when it is needed. Don't be afraid to ask the advice of others who have experienced problems in the implementation of career education.

- *Select materials carefully.* You are implementing career education in a unique setting.

- *Adapt materials.* Most career education materials can be improved by adding references to local businesses and conditions.

- *Retrieval of materials should be cost-effective.* Build an implementation system which allows users to locate career education materials easily and quickly.

Assess the Impact of the Actions

6

Why Should Actions Be Assessed?

As indicated in earlier steps, the selection of techniques to accomplish certain objectives is one of the most critical decisions that a project director makes. However, once the technique is selected, the project director must then be sensitive to the effect of the techniques (and the implementation effort) on the client. The effect, or outcome, can be either *expected* or *unexpected*. For example, a career education director may decide that the local citizens need to be informed about career education. A technique that could be selected in response to this need might be the use of printed information. An *expected* outcome of this technique might be that local citizens become more knowledgeable about career education. An *unexpected outcome* might be that a group of concerned taxpayers could be formed to protest the use of school funds in public relations activities.

An astute project director will be aware of potentially unexpected results and react accordingly.

A project director has three basic alternative choices to make when revising an implementation strategy:

- continue to use the strategy
- modify the technique in the strategy
- change the techniques in a major way

In the situation discussed previously, a project director may determine that the concerned taxpayers do not constitute a large enough group of citizens about which to be concerned, and continue to use the technique. However, if the group is large enough to cause genuine concern, the project director might obtain funds from the local chamber of commerce or other agency to print the informational materials and clearly label the source of funds for the materials. If the group *has* caused genuine concern, the local career education director may be forced to utilize an entirely different technique to inform the public. Other techniques the career education director might choose include use of the demonstration, lecture, or symposium at a public meeting. Again, a career education director must be sensitive to those individuals he/she is attempting to influence and determine their reactions to the technique being utilized. *Evaluative information is essential to this determination.*

Procedures For Evaluating Actions

Evaluation activities should begin early in the implementation process. Too often evaluation is an afterthought, or is conducted only at the end of a project. Evaluation should be considered as a continuous activity from the time a project begins until it ends. Based upon the information obtained from evaluation activities, the project director should be able to make more informed decisions about the direction of career education in his/her district.

The procedures for evaluating actions are similar to those followed in any evaluation study. For the purposes of this handbook, evaluation procedures consist of seven (7) activities:

- Determine Objectives
- Select Techniques
- Identify Success Indicators
- Select Measurement Techniques
- Develop Instrumentation
- Collect Data
- Analyze Results

A discussion of each of these seven activities follows.

Determine Objectives.

As indicated earlier in the handbook, implementation objectives should specify what is expected in sufficient detail to allow an independent observer to know if such standards have been met. Additionally, the career education director must consider if the implementation objectives are appropriate and correct for the project. In some instances career education project personnel have placed emphasis on stating objectives that are measurable and have *overlooked the appropriateness* of the objective.

Select Techniques.

The local career education director must keep evaluation activities in mind in the selection of implementation techniques. The local director should also be sensitive to the results of implementation technique used; an awareness of the results of implementing a technique enables the career education director to know if the technique has been successful. Therefore, methods of evaluating the success of the technique must be considered when the technique is selected. For more information on this activity, the reader is referred to an earlier section of this handbook, "Select Appropriate Implementation Techniques."

Identify Success Indicators.

Once the technique to be employed in implementing a career education product has been selected, an individual can then direct his/her attention to matters more directly related to the evaluation process. The evaluation activity of immediate concern is to identify *success indicators* of the selected techniques. These indicators should provide the career education director with potential sources of information he/she will need to determine the effects of the technique on product implementation. Where possible it would be advisable to use *unobtrusive indicators* of success because these measures tend to minimize the likelihood of changing the results of the evaluation. This is information easily available from attendance records, materials used from the curriculum laboratory, transportation for field trips, etc. An example of the relationship among the three steps discussed so far is presented on the following page.

RELATIONSHIP OF OBJECTIVES, TACTICS, AND SUCCESS INDICATORS.

Objective	Tactics	Success Indicators
To form positive attitudes toward career education	Printed Information	a. Opinions —Parents —Teacher —Employer —Students b. Letters c. Phone Calls d. Requests for Information
To obtain the cooperation of at least 50 percent of the elementary teachers in the use of career education materials	Staff Development	a. Classroom Bulletin Boards b. Lesson Plans c. Requests for Additional Information d. Field Trips e. Student Projects

Select Measurement Techniques.

Measurement techniques used in evaluating the effects of a particular implementation technique are varied. Some of the more common measurement teachniques include the following.

opinionnaires
questionnaires
objective tests
rating scales
checklists
interest inventories
attitude scales
observation
anecdotal reports
interviews

The local career education director often will find that the measurement technique will be so specific that commercially available instruments will not be suitable for his/her needs. Therefore, a director often will need to develop project specific measurement techniques. In other cases, the director will have to observe the behavior of the people to determine the impact of the project.

Develop Instrumentation.

Instrument development is often a time-consuming and expensive process. In most instances, the project director will find it difficult to develop extremely sophisticated instruments for evaluating the effects of the implementation technique. When instruments are essential, they should be as simple and direct as possible. Elaborate data collection efforts are usually not cost-effective, and participants will often not take the time the complete them. Some commercially available instruments for assessment of students are becoming available. However, these instruments would generally not specifically measure the effects of the techniques employed in the implementation effort. The best results come from instruments which:

- Collect only essential information.
- Avoid the use of double-barreled questions.
- Do not use educational jargon.
- Encourage open and honest expression of opinion.
- Avoid the use of "heavy" statistical treatment.
- Try out the instrument prior to its official use.

The reader is encouraged to consult references on evaluation if more sophisticated instruments are desired. Two examples of these books include:

Gottman, John M. *Evaluation in Education, A Practitioner's Guide.* Itasca, Ill., F. E. Peacock Publishers, Inc., 1972.

Popham, W. James. *An Evaluation Guidebook.* Los Angeles, Cal., The Instructional Objective Exchange, 1972.

Collect the Data.

Once the evaluation instrument has been developed, the data can then be collected. The career education director should be aware of a number of problems that will occur in this process such as:

- uncooperative participants
- participants who are unavailable due to sickness and other reasons
- judgments varying from one individual to another
- unexpected outcomes of the technique not addressed by the instrument
- paper and pencil reports from individuals which do not correlate with actual conditions

In the collection of data it is essential that the project director have resources allotted for this purpose (e.g., time, money, personnel).

Analyze Results.

The career education director must constantly review information related to the effects of the implementation techniques. The director needs to recognize and anticipate problems and be prepared to take corrective action as quickly as possible. Data that is quantifiable should be analyzed as simply as possible. However, more sophisticated analyses may be preferred for evaluation questions of high importance. An example of an important statistical analysis includes data related to the affective and cognitive domains of career education. However, in most instances means, medians, modes, and percentage analyses should be adequate. Simple bar graphs, line graphs, pie charts, etc., may also be valuable in summarizing the data in a meaningful manner. You may want to refer to basic statistical references for methods to use in analyzing data.

The information obtained in the data analysis will be useful in determining future directions for the project director during the implementation of career education products. Information on the reformulation of strategies is presented in Step 7.

Guidelines for Assessing Actions

The impact of actions taken to implement career education products is determined in a manner similar to that involved in other project evaluation efforts. A comprehensive evaluation includes an examination of career education planning, processes, and products, i.e., the total implementation process. Approximately five (5) to ten (10) percent of the project effort would be assigned to evaluation. Some general guidelines for assessing the impact of the implementation processes are listed below.

- The implementation objectives for the career education project should be incremental and measurable.
- The techniques should be appropriate for accomplishing the implementation objectives.
- The sources of success indicators should be directly related to the techniques.
- Efficient measurement techniques should be employed.
- Adequate provisions should be made for time, money, and personnel to conduct the assessment.
- Information related to effectiveness of the technique should be available in time to modify the technique.
- Existing information should be utilized whenever possible.
- The rights and privileges of individual human subjects should be protected.

The following chart provides an example of identifiable success indicators and measurement techniques as they relate to specific implementation objectives and implementation techniques.

Implementation Objective	Implementation Technique	Success Indicator	Measurement Technique
To test career education learning packets and lesson plans with 2 teachers in each junior high school	Small scale use of the innovation	Teachers' reactions Students' reactions	Observation Opinionnaires Cognitive Test

Reformulate the Strategy

7

Much of the information collected during the evaluation process must be analyzed and related to the implementation setting. The career education advocate must constantly compare facts and perceptions with observations during the implementation process. In this sense, the process of selecting implementation techniques is a dynamic one. Incremental objectives change from day to day because new events impact upon the plans of the change advocate. Even with the achievement of objectives, new goals must be set which are consistent with the time, money, and expertise available.

How Successful Were The Techniques?

Previous steps have suggested ways to attain incremental objectives. For example, permission to contact teachers in a high school for the purpose of inviting them to use some career education units may be obtained by a visit to the principal's office. A phone call may work if you have already established yourself with the principal. In this case, the attainment of the objective is easy to measure: either you were granted permission to contact teachers, or you were not. Successful results permit you to contact the teachers. Unsuccessful feedback means you will have to seek another solution to the problem. The generation of alternative approaches (techniques) to the resolution of the problem depends upon the situation, such as:

- the importance of the school in the overall implementation strategy
- the degree of respect and trust you have with the principal
- the location of authority in the school organization

Some techniques which may be considered are the following.

- Bring pressure to bear on the principal by contacting teachers informally. (This violates many of the implementation principles presented in the handbook and runs the risk of the principal charging you with bypassing his authority.)
- Contact the Assistant Superintendent for Instruction, and ask his advice on how to involve teachers in the project. This approach may work best in school districts with strong centralization of authority.
- Arrange meetings for the principals in most of the schools in the district. The purpose of this meeting would be to convince the persons present of the desirability of career education materials and processes. You must have time available if you intend to use this activity.

Any action you take as a change advocate will elicit a response by persons in the implementation setting. Even apathy is a response, and sometimes unspoken gestures can be more meaningful than verbal comment. You ability to perceive accurately the dispositions of clients toward career education is essential in any reformulation of the strategy. The system you devise for monitoring progress of implementation activities can give you the following types of information for reformulating implementation strategies:

- information on *schedule changes* in the school system or the community
- feedback from clients indicating their *acceptance* of career education products
- *expense reports* showing the amount of funds remaining in the project
- information from your staff indicating *breakdowns in communication*

The problems which surface during meetings with your staff and contacts with clients should be viewed as "red flags" which impact on future implementation activities. Either the incremental objectives, or the techniques, or both, should change as a result of problems noted during the implementation process. The data base generated during your evaluation activities should be used as a basis for technique selection in the reformulation process.

What Are The Logical "Next Steps?"

The reformulation of an implementation strategy should be based on three interrelated judgments:

- Was the immediate past incremental objective achieved?
- Is the strategy for achieving implementation still viable?
- What changes in objectives or techniques are necessary?

The achievement of the incremental implementation objectives can be determined from your evaluation data. You *identified criteria* for determining achievement of the objective when you listed it as part of your implementation strategy. The difficult part comes in *estimating changes* that need to be made in planned activities. You will need to answer the following questions:

- Why was the objective not achieved? Was it inappropriate? Was it too difficult? Was it not understood by those implementing the technique?
- What additional changes in the implementation strategy are suggested by the events which have occurred since the plan was devised?
- Are funds continuing at the level expected?
- Are commitments to sponsors of the implementation activities the same, or can they be scaled down to reflect the unanticipated problems which have been encountered?

Throughout this procedural guide emphasis is placed on *planned implementation activities.* Mistakes are made by persons making decisions based on impulse, personal preference, or lack of information. The intent of the handbook is the establishment of procedures (techniques) which result in the attainment of *incremental* objectives. These limited objectives allow project directors to assess their activities frequently and adjust their schedule for changing circumstances and unanticipated events.

Essentially, the same procedures are used to reformulate the implementation strategy as to devise it in the first place.

1. Attainable objectives must be established.
2. Accurate diagnosis of the implementation situation is essential.
3. The selection of a technique should be your best estimate of what is needed to achieve the objective under existing time and cost constraints.
4. Implementation of the technique should be effective and efficient.
5. Evaluation holds the key to continued reformulation and progress toward implementation.

The following discussion provides examples of problem situations and model solutions in reformulation of strategies.

Problem Situation 1: Career education curriculum materials have been given to all teachers in a high school. The teachers are aware of the expectations of the career education advocate and the time deadlines of the implementation plan. However, the materials are not being used.

> Model Solution—The teachers may not be using the career education materials because (1) the materials may not be very well developed, (2) the teachers may not be convinced of the value of career education, (3) the teachers may not understand how the materials can be used in their class, or (4) there may not be time or opportunity to use the materials effectively. Therefore, a solution would be a meeting of the teachers to discuss the situation. They should be willing to vocalize their feelings about the instructional materials to a nonjudgmental advocate and with no fear of "reprisal." The advocate can then explain fully the use of the materials and address the teachers' concerns.

Problem Situation 2: Evaluation data from field trips and on-site supervision of students in occupations indicate that the high school career education teachers are not taking advantage of opportunities to place students in the community. Several placement opportunities exist, and the business community appears eager to provide students with occupational experience.

> Model Solution—This situation is rather common among many teachers who have not been exposed to the business community and who have not been prepared to meet business managers. The solution to the problem would be an inservice program to train teachers to go into the community for the purpose of identifying educational experiences for their students. The career education advocate could arrange field trips for teachers to businesses. A group of teachers could be invited to attend a meeting of the advisory council. Leaders from business and industry could attend teachers' meetings to talk about the educational opportunities present in the business community.

SUMMARY:

CHARACTERISTICS OF AN EFFECTIVE INSTALLATION STRATEGY

1. The strategy is responsive to the clients' perceived needs.

2. Communication addresses specialized client audiences, e.g., diverse viewpoints represented in a community.

3. The strategy contains implementation techniques which are specific to the incremental objective being achieved.

4. The use of implementation techniques varies depending upon:

   a. the objective being achieved
   b. the stage of the adoption
   c. the degree of development of the product
   d. the disposition of the client

5. The incremental objectives:

   a. are operational
   b. specify observable behavior
   c. are written independently of other objectives but are consistent with the terminal objectives for the plan
   d. express realistic levels of performance (are obtainable within a reasonable time frame)
   e. are sequenced logically
   f. are flexible (able to be changed when circumstances change)
   g. are related to time and cost constraints

6. The strategy is cost-effective.

7. The strategy contributes to systematic renewal of reformulation.

8. The staff pattern is adequate and appropriate.

   a. Coordinators are competent.
   b. Teachers have released time.
   c. Provision has been made for outside consultants.
   d. Staff deployment encourages advocacy.
   e. Volunteers are used.
   f. Positions are differentiated.

9. Coordination of implementation activities is assured.

10. Evaluation is:

    a. periodic
    b. credible
    c. consistent with the intent of the project
    d. timely

11. Evidence is collected for purposes of:

    a. technique selection
    b. accountability
    c. product adaptation

12. The strategy is consistent with the advocate's leadership style.

13. The strategy contains opportunities for endorsements from persons in authoritative positions.

14. The amount of interpersonal contact is high.

15. The strategy includes the involvement of opinion leaders.

16. Interactions with advisory council members are characterized by two-way communication.

17. The strategy emphasizes the relative advantages of the product.

ANNOTATED RESOURCES

Antholz, Mary Bee. Illustrative Resources and Programs for Implementing Career Development Curricula in the Elementary Grades. Social Education: 39: 5: 316-9, May 1975.

A representative sample of career education programs that have a developmental focus is presented. Also suggested are references and tools for teachers who want to implement career education at the elementary and middle school (K-8) levels through the social studies. (Author/JR)

An Aid for Planning Programs in Career Education, Illinois Division of Vocational and Technical Education, 1975. (ED 099 657)

Offered as an aid for developing sequential occupational education programs, the publication presents a concept in career education planning beginning with kindergarten and continuing through adult years. Career education goals are defined and steps in planning sequential programs are outlined.

Budke, Wesley Eugene et al. *Career Education Practice.* Columbus, OH: The Center for Vocational Education, The Ohio State University, December 1972. (ED 073 226)

This synthesis of career education program components identifies operational activities and administrative problems associated with the use of program materials. The appendix contains lists of project sites by state.

This publication is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Career Education and the Businessman: A Handbook of Action Suggestions. Chamber of Commmerce of the United States, Washington, DC, 1973.

The handbook is a compilation of the suggestions for action in response to a set of 10 career education concepts, based on desirability, practical probability, and practical limitations of each concept. The concepts deal with exchange programs for schools and the world of work, field trips, work experience for students, placement, resource persons, job satisfaction, marketable skills, and job availability. Related suggestions are accompanied by a statement of the concept being considered, an explanation of its basis, assumptions regarding the idea, and problems associated with it.

Career Education: In-Service Teacher Training Guide for Teachers, Administrators, and Counselors, Northern Arizona University, Flagstaff, 1975. (ED 110 617)

The guide was developed to establish a structural approach to training teachers, administrators, and counselors in the philosophy and techniques needed to integrate career education into instructional programs at all levels. It comprises a one-semester course to be taught in extension courses or seminars, and is divided into 12 sessions.

Career Education: Strategies for Methods Teachers. Eastern Washington State College, Cheney. Washington State Coordinating Council for Occupational Education, Olympia, WA, 1975. (ED 112 071)

Professors at Eastern Washington State College participated in a two-day conference on the Development of Strategies for Incorporating Career Education in Methods Classes. Speakers from the areas of economics, foregin languages, industrial education and technology, physical education, psychology, sociology, and anthropology briefly described their individual approaches to the problem.

Changing Times Education Service. A multimedia learning resource. Washington, DC: Changing Times Education Service, 1975.

This publication provides up-to-date, authenticated information on career education products. The materials are displayed and discussed in this pamphlet.

Catalogues and order forms are available from Changing Times Education Service, Department R, 1729 H Street, Washington, DC 20006.

Davis, Dwight and Borgen, Joe. *Planning, Implementing, and Evaluating Career Preparation Programs.* Bloomington, IL: McKnight Publishing Company, 1974.

This publication presents a practical approach to assisting local leaders with the various activities vital to the effective planning, implementation, and evaluation of career preparation programs.

This publication is available from the McKnight Publishing Company, Blommington, IL 61701.

Drier, Harry N. Jr., Ed.; Martinez, Nancy S., Ed. *Change Strategies and Techniques. The Administration of Career Education: Module 2.* The Center for Vocational Education, The Ohio State University, 1975. (ED 115 919)

The module is one of a series of eight developed to provide inservice training for administrators of career education programs. Each of the four lessons is organized around a module goal, supportive content, and learning activities, with accompany transparencies, task sheets, and handouts. A section of supplementary readings also appears.

EPIE Career Education Selection and Evaluation Tools. New York, NY: EPIE Institute, May 1975. (ED 126 361)

This is a two-volume compendium of the "how to" and "what" of career education materials: Volume I—How to Select and Evaluate Instructional Materials, and Volume II—750 Analyses of Prescreened Materials.

These are available from EPIE Institute, 463 West Street, New York, NY 10014.

Fintzy, Leonard I. An Infusion Strategy for Career Education. Career Education Monograph Series: Volume 1, Number 2. Yonkers Career Education Project, NY, 1974. (ED 105 232)

The monograph examines the efficacy of using career education as an organizing theme around which education can be unified and by which the relevance of education can be restored to a larger number of persons. The monograph concludes with five pages of career education curriculum ideas.

Fulton, Barbara J.; Marshall, John C.; and Sohol, Alvin P. *Career Education Strategies*. St. Louis, MO: Evaluative Research Associates, Inc., 1975.

This booklet for career education project directors defines education, recommends a planning model, and lists program assessment procedures.

This booklet is available from Evaluative Research Associates, Inc., 8444 Florissant Road, St. Louis, MO 63121.

Goldhammer, Keith and Taylor, Robert E. *Career Education Perspective and Promise*. Columbus, OH: Charles E. Merrill Publishing Company, A Bell and Howell Company, 1972.

This book contains significant contributions from leading authorities in career education. Four programs of career education in local and intermediate school districts are discussed.

Available from the Charles E. Merrill Publishing Company, 1300 Alum Creek Dr., Columbus, OH 43216.

Griffith, Robert and others. Advisory Committee for Career Education, 1976. (ED 115 734)

The school administrator directed document discusses organizing advisory committees and provides general guidelines for their utilization by educational personnel in developing career education programs. Defining an advisory board as a group of representative laypeople from the community, the guide discusses the needs, functions, and selection of such a group.

Gross, David E. and Kaplan, Robert M. *A Model for the Dissemination, Implementation, and Utilization of a Career Education Curriculum in Elementary and Middle School/Junior High Classrooms: Description and Evaluation.* Palo Alto, CA: American Institutes for Research, June 1974.

Part I presents a theoretical model for the Dissemination, Implementation, and Utilization (DIU) of educational innovations and, in particular, a career education curriculum for grades K-9. This model is to serve as a guide for developers and government agencies in their efforts to have career education curriculum materials adopted and used in school classrooms. A complete description of the methods used to implement the model in this project, and an evaluation of the model's impact, are provided in Part II of the report.

Available from The American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302.

Hall, Douglas C. *The Design of Instructional Systems for Career Education: Options and Examples.* Palo Alto, CA: American Institute for Research, April 1974.

The design of an instructional system for career education is discussed in this publication. In Part I, procedures for the implementation of career education are listed and described. Part II of the manual describes the integration, adaptation, and application of career education instructional system options in some selected specific educational environments.

Available from the American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302.

Hoyt, Kenneth B.; Evans, Rupert N.; Mackin, Edward F.; and Mangum, Garth L. *Career Education. What It Is and How To Do It.* Salt Lake City, UT: Olympus Publishing Company, 1972.

This book contains a chapter on career education implementation. It discusses five underlying developmental components of career education: the substantive content of education; vocational skill training; career development; the role of home and family; and contributions of employers, employees, and labor organizations.

Available from the Olympus Publishing Company, 1670 East Thirteenth, South, Salt Lake City, UT 84105.

Hoyt, Kenneth B. *Community Resources for Career Education.* Monographs on Career Education. Washington, DC: Office of Career Education, Office of Education, DHEW, 1976.

The information in this monograph came from two mini-conferences on career education attended by persons representing the business/labor/industry community. It emphasizes the need for collaborative efforts between career educators and representatives of the community. Organizations and agencies eager to be involved in career education activities are described in the publication.

Hoyt, Kenneth B. *K-12 Classroom Teachers and Career Education: The Beautiful People.* Monographs on Career Education. Washington, DC: Office of Career Education, Office of Education, DHEW, 1976.

Much of the information in this publication came from mini-conferences on career education conducted in 1975 by The Center for Vocational Education under the sponsorship of the Office of Career Education, U.S. Office of Education. The monograph contains some excellent reasons for implementing career education including perceived benefits for students and teachers.

Jesser, David L. Career Education: A Priority of the Chief State School Officers, 1976. (ED 122 099)

The book provides a selected summary of five reports regarding a study by the council of chief state school officers relative to career education. In Chapter I, the concept of career education, the author presents a broad discussion of career education, its operational processes, results of a questionnaire from 41 states and territories, and various agencies.

Keller, Louis J. *Career Education In-Service Training Guide.* Morristown, NJ: Career Programs, General Learning Corporation, August 1972.

This guide provides practical background information and suggested procedures to help local administrators in planning and implementing a career education in-servic training program.

It is available from the General Learning Corporation, 250 James Street, Morristown, NJ 07960.

Kennedy, Elsie. *Implementing Career Education: Procedures and Techniques.* Kentucky University, Lexington. Vocational Education Curriculum Development Center, University of Kentucky, 1974. (ED 098 409)

The second of five documents developed as an outgrowth of funded programs for career education in Kentucky, the booklet offers practical help in implementing career education into a school system. It deals with the broader concepts permeating career education on a nationwide level and those having grown out of the practical experience of developing new state programs.

Magisos, Joel H. (ed.) *Career Education.* The Third Yearbook of the AVA. Washington, DC: AVA, 1973.

Thirty-four authors independently developed 31 chapters comprising a volume of contrasting and complementary ideas. This book explains the foundations of career education, describes evolving career education concepts, recommends the development of programs and processes, relates efforts to develop operational and conceptual models, and presents the perspectives of a diverse group of people.

Available from the American Vocational Associate, Inc., 1510 H Street, Washington, DC 20005.

Mangum, Garth L.; Becker, James W.; Coombs, Garn; and Marshall, Patricia (ed.) *Career Education in the Academic Classroom.* Salt Lake City, UT: Olympus Publishing Company, 1975. (ED 115 825)

This book is designed to explore the relationships between traditional academic disciplines and the concepts of career education. It is the product of a conference sponsored by the National Foundation for the Improvement of Education which brought together classroom teachers and their representatives from seven national associations. It contains chapters on science education, mathematics education, English education, social studies, the visual arts, foreign language education, and education in the health sciences, recreation, and physical education.

Mannebach, Alfred J. A System for Installing Career Education at the Local Level, 1973. (ED 085 592)

This is the report of a study conducted to develop a system which would identify the primary elements needed to install career education at the local level, provide insight into attitude changes needed regarding the installation of career education, identify strategies that could be initiated to enhance the installation of career education, and to provide local school personnel and the public with a comprehensive and systematic overview of their roles and responsibilities regarding the installation and implementation of career education.

Manning, Brad A. *The "Trouble Shooting" Checklist: A Manual to Aid Educational Change Agents in the Prediction of Organizational Change Potential.* Austin, TX: The Research and Development Center for Teacher Education, The University of Texas, November 1973.

This publication contains a selective review or organizational change literature which focuses on predictive institutional variables in the adoption-diffusion process. The development and use of the Trouble Shooting Checklist is discussed. Guidelines for change agents faced with differing institutional situations are offered.

Available from the University of Texas, Research and Development Center for Teacher Education, Austing, TX 78712.

Marland, Sidney P. *Career Education. A Proposal for Reform.* New York, NY: McGraw-Hill Book Company, 1974.

This recent book from a practitioner of career education, who was very instrumental in the development and initiation of the concept, is interesting and useful. It describes both processes of reform and examples of career education programs.

It is available from the McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020.

Maryland State Board of Education. *Career Education: A Handbook for Implementation.* Developed with the U.S. Office of Education under a subcontract with the Olympus Research Corporation. Washington, DC: Olympus Research Corporation, Feburary 1972.

This handbook was prepared for use with a series of conferences conducted throughout the nation to familiarize decision makers with the nature and advantages of career education.

Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

McClure, Larry. *Career Education Survival Manual. A Guidebook for Career Educators and Their Friends.* Northwest Regional Educational Laboratory. Salt Lake City, UT: Olympus Publishing Company, 1975.

This handbook is designed to clarify the many concepts and issues surrounding career education. It is structured with an index for easy reference. It is written for anyone who wants a succinct, general overview of *what* people say about career education and *how* they're going about doing it.

Available from the Olympus Publishing Company, 1670 East 13th South, Salt Lake City, UT 84105.

McCormack, Edward J.; and others. A Handbook for the Preparation of Educational Personnel in Career Education. Final Project Report, 1976. (ED 127 446)

The handbook contains a set of related elements designed to assist persons concerned with preparing educational personnel in career education, identifies and discusses some basic elements needed to create a preservice career education program on a university campus to complement inservice training.

Nelson, Richard E. Guide for Implementing Career Education, 1974. (ED 115 906)

The guide provides background information and suggested procedures to assist school administrators in the planning and implementation of career education in a local school district. Key decision-making bodies are necessary to implement an effective career education program (school boards superintendent, principals, instructional staff, counselors, and the community), and suggested activities and considerations for each of them are presented.

Niemeyer, Roger. The Michigan Career Education Infusion Model and Social Studies Instruction in Select Michigan Schools. Paper presented at the Annual Meeting of the National Council for the Social Studies, Atlanta, GA, November 1975. (ED 115 527)

The Michigan program for teaching career education through social studies is described. This program provides career preparation through the necessary academic or vocational training and career development through the acquisition of self-awareness knowledge, career awareness knowledge, career decision-making skills, and career planning and placement. The primary delivery system for career development is the social studies instructional program.

Norton, Robert E. Staff Development Guidelines and Procedures for Comprehensive Career Education, 1975. (ED 115 907)

The guidelines are intended to assist the inservice program coordinator with a staff development program for comprehensive career education. Appended are several instruments including career education competency statements for teachers, counselors, and administrators; self-assessment and needs assessment materials; and workshop planning kit.

Norton, Robert E.; and others. Staff Development Program for Promoting More Effective Use of Community Resources in Career Education Section 2: In-Service Program. Modules A-H, 1975. (ED 115 926)

The inservice program section of the staff development program for promoting more effective use of community resources in career education consists of eight modules. Each module contains an instructional plan, suggestions for the inservice coordinator, handout and transparency masters, and resource materials. The eight separate modules are: community resources and career education, use of local community resources, using resource persons, using field trips, experiencing the work setting, using community-school advisory committees, involving community organizations, and application activity.

Prince, Charlton R.; and others. American Business and School-Based Career Education. The Community and School-Based Career Education, 1975. (ED 121 943)

The guide is part of a six-volume planning and resource program to involve the community in career education. Strategies, goals, resources, and rationale are suggested for directly involving employers in the definition and supply of educational experiences. Included in the guide is an implementation-based model for employer participation. Specific examples of learning activities and matrices illustrating curriculum planning are offered for all learning levels (preschool through adult learning).

The Comprehensive Career Education System: System Administrators Component K-12. Educational Properties, Inc., 1976. (ED 114 526)

Using the example of a career education model developed by the Orange County, California consortium, the document provides guidelines for setting up career education programs in local educational agencies. Component levels, a definition of career education, and consortium program background are discussed.

Tiedman, David V.; Schreiber, Marilyn; and Wessell, Jr., Tyrus R. *Key Resources in Career Education: An Annotated Guide.* DeKalb, IL: ERIC Clearinghouse in Career Education, April 1976.

This Guide was written to foster a comprehensive understanding of career education. It contains 220 annotated references ranging from a general orientation of career education to a section on resource guides and model programs. Over 75 pages are devoted to factors influencing the implementation of career education. It contains a place, title, and program index.

Venn, Grant. Seeking an Administrative Commitment to Innovation, 1976. (ED 126 303)

One area wherein administrative commitment to innovation can be developed is in the field of career education. Career education is a useful concept that can unite the private, public, and work lives of individuals in a meaningful manner. In order to develop the concept of career education and its meaning, news ideas and procedures as well as changes in the thinking of policy makers and administrators is necessary. Some of the ideas that have to be understood are: infusion, policy, change, authority, and history.

Worthington, Robert M. *Career Education in the United States Today: What It Is, Where, and the Results So Far.* Project Baseline Supplemental Report. Flagstaff, AZ: Project Baseline, Northern Arizona University, June 1974.

This report traces the historical background of the career education concept and discusses present and future prospects for implementation of career education nationally.

Available from Project Baseline, Northern Arizona University, Flagstaff, AZ 86001.

Appendix A

EDUCATION AMENDMENTS OF 1974
PUBLIC LAW 93-380
August 21, 1974
(pp. 69-71)

CAREER EDUCATION

20 USC 1865. SEC. 406 (a) It is the sense of Congress that—

(1) every child should, by the time he has completed secondary school, be prepared for gainful or maximum employment and for full participation in our society according to his or her ability;

(2) it is the obligation of each local educational agency to provide that preparation for all children (including handicapped children and all other children who are educationally disadvantaged) within the school district of such agency; and

(3) each State and local educational agency should carry out a program of career education which provides every child the widest variety of career education options which are designed to prepare each child for maximum employment and participation in our society according to his or her ability.

(b) It is the purpose of this section to assist in achieving the policies set forth in subsection (a) by—

(1) developing information on the needs for career education for all children;

(2) promoting a national dialogue on career education designed to encourage each State and local educational agency to determine and adopt the approach to career education best suited to the needs of the children served by them;

(3) assesing the status of career education programs and practices, including a reassessment of the stereotyping of career opportunities by race or sex;

(4) providing for the demonstration of the best of the current career education programs and practices by the development and testing of exemplary programs and practices using various theories, concepts, and approaches with respect to career education;

(5) providing for the training and retraining of persons for conducting career education programs; and

(6) developing State and local plans for implementing career education programs designed to insure that every child has the opportunity to gain the knowledge and skills necessary for gainful or maximum employment and for full participation in our society according to his or her ability.

(c) (1) In order to carry out the policies, purposes, and provisions of this section, there is established in the Office of Career Education (hereafter in this section referred to as the "Office"). The Office shall be headed by a Director.

(2) The Director of the Office shall report directly to the Commissioner.

(d) For the purposes of this section, the term "career education" means an education process designed—

(1) to increase the relationship between schools and society as a whole;

(2) to provide opportunities for counseling, guidance, and career development for all children;

(3) to relate the subject matter of the curricula of schools to the needs of persons to function in society;

(4) to extend the concept of the education process beyond the school into the area of employment and the community;

(5) to foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;

(6) to make education more relevant to employment and functionning in society; and

(7) to eliminate any distinction between education for vocational purposes and general or academic education.

30 TECHNIQUES FOR IMPLEMENTING EDUCATIONAL INNOVATIONS

TOOLS FOR EDUCATIONAL CHANGE: 30 Techniques for Implementing Innovations

This section of the handbook is intended to be used with the procedural guidelines (steps one through seven). However, there appears to be a demand for these thirty implementation techniques. They are packaged separately with the understanding that other sections of the handbook are needed for adequate interpretation and use of the techniques.

The appearance of any technique in this handbook *does not* imply endorsement by the authors, The Center for Vocational Education, or the sponsor of this project. The techniques represent tools which are used to influence other people in the world today. Their application and use is a highly individual matter depending upon the skill of the advocate, the conditions in the career education implementation environment and the likely outcome of the use of the technique. The use of these techniques is non-prescriptive: an assessment of the effect of each technique should take place before another is used.

The techniques have been ordered from the most informative to the most directive by the authors. The *informative* techniques take more time and provide a great deal of freedom for many types of responses. The *directive* techniques limit the activities of subordinates; they can be carried out in a relatively brief period of time. *Persuasive* techniques have many uses by career education because they are effective under many different conditions.

It should be emphasized here that the organization of the techniques into the three modes evolves from the nature of the techniques and how they are used.

The techniques are arranged within three categories, or *modes*. The techniques also move logically, though perhaps not always sequentially, from one mode to the next. They progress in *nature* from low to high severity, and in use from thoughtful care to extreme caution.

The three modes include the following grouping of implementation techniques.

Informative

1. Printed Information
2. Audiovisual Material
3. Mass Media
4. Lecture
5. Symposium
6. Demonstration
7. Survey Feedback
8. Discussion
9. Brainstorming
10. Consultation

Persuasive

11. Personal Interview
12. Role Playing
13. Cooperation
14. Staff Development
15. Differentiated Staffing
16. Involvement in Product Development
17. Small-Scale Use of the Innovation
18. Competition
19. Bargaining
20. Promotion of the Product
21. Endorsement by Authorities
22. Recognition of Trial Users
23. Financial Incentive
24. Overstatement

Directive

25. Deadlines
26. Legal Mandate
27. Fait Accompli
28. Strategic Replacement of Staff
29. Threats of Punishment
30. Strikes/Boycott

The *definitions* section offers brief overviews of the three categories. This section explains the modes into which the techniques fall, and discusses the degree of severity and use of the techniques within the modes. The section also suggests how to proceed from one mode to another to better encourage the mutual understanding and dialogue which contribute to effective advocacy and capacity for change.

The *technique cards* provide further discussion. They also include explanations of advantages and disadvantages regarding product, client, and advocate, and will offer advice for realistic, active use of each technique.

DEFINITIONS

Informative Mode

Informative techniques for implementing innovations provide a base for illustrating the value of Career Education products, for raising the consciousness of clients, and for orienting clients to the factors involved in implementing Career Education. These techniques are not, and should not, in any way be used authoritatively. Clients must not see them as "control maneuvers," or even as persuasion. Clients should see these techniques primarily as ways of receiving information which addresses their particular local situations and individual needs. Progression from one technique to another in this mode should involve consideration of the second *Persuasive Mode.* That is, clients engaging in any one of the informative techniques should be aware of the next step toward implementation, advocacy, and change: that of being open to techniques which can persuade persons to become involved in actual product and program competition, development, promotion, bargaining, and cooperation to achieve objectives.

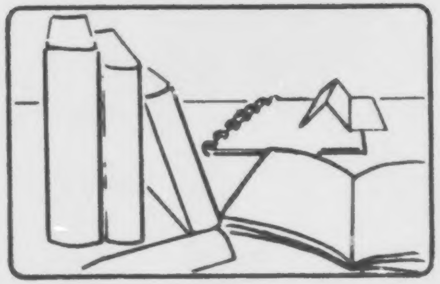
Persuasive Mode

Persuasive techniques involve a much more defined exchange between client and advocate in which the client must take on greater responsibility for maintaining dialogue between the advocate and client and for promoting product and program acceptance and use. The client, however, must not perceive these persuasive techniques as coercive measures; the advocate must be extremely careful that his/her "persuasive" actions do not evolve into injunction and mandate. In this mode, the client must see himself/herself as becoming self-capacitated, as developing his/her own person style and meeting his/her own objectives as well as those of a product or program.

Directive Mode

Directive techniques are those which "impinge" on the client and which can be truly effective only if the client has progressed through informative and persuasive stages. *Extreme caution* must be used with these techniques in order for clients to feel *realistic* capacity to implement change which meets their specific needs. Clients must recognize directive techniques as "real world" decisions, charges, and constraints which they must deal with in responsible and human ways. Sanctions, mandates, and specific staffing decisions can disrupt progress toward advocacy, implementation, and change. Or, they can successfully confront individuals with necessary compliance with program needs.

1. PRINTED INFORMATION: brochure, article, announcement, newsletter



Printed information refers to any type of message in print, whether it is a newspaper article to the general public or a brochure aimed at selected teachers on the professional staff.

DISCUSSION

Printed information allows the client to take it home, share it with others, and re-read the message. It is an extremely valuable tool for developing ideas among professionals and lay persons alike. You, as the advocate, have an opportunity to word your message carefully and appeal to the rational thinking of individuals. Printed information can be used for mass audiences (to reach persons in the community), or it can be targeted to a very specific client, e.g., a memo to a principal in a school building.

The astute career education project director will find many ways to use printed information wisely. Rational information in a daily or weekly newspaper provides a means of explaining why career education is important.

THE TECHNIQUE IN ACTION

Frequently, it becomes necessary to establish continuing communications with individuals who are involved in implementing career education. A means for doing this is the weekly newsletter which updates people on dates and creates awareness of the product being implemented.

ADVANTAGES

As it relates to the product. Printed information provides an opportunity for the advocate to describe the product accurately and to provide cues for its use in the community.

As it relates to the client. Printed information allows the client to study comments from the advocate and others carefully at times convenient to the client. It also provides documentation for action taken both by the client and the advocate.

As it relates to the advocate. Printed information allows the advocate to release ideas selectively to clients over a period of time. That is, an advocate may wish to convey a simple message early in the implementation of career education; later, the message may become complex as the problems of implementation become more obvious.

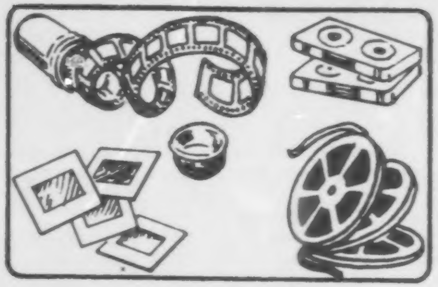
DISADVANTAGES

As it relates to the product. It may not be possible to adequately explain the merits of the product in the space available.

As it relates to the client. There may be a tendency for the client to misunderstand the message or become unnecessarily excited about the prospect of using the innovation. This excitement can take the form of expecting too much from the innovation. Clients may become apprehensive.

As it relates to the advocate. The printed message must be free of technical or social biases since it becomes documentation for communication with the client. Advocates may find it difficult to take time to write the necessary printed messages.

2. AUDIOVISUAL MATERIAL: filmstrip, slide, tape



This technique utilizes equipment which appeals to the sense of sight as well as sound.

DISCUSSION

The films and tapes may take many forms, e.g., videotape, 16 mm film, etc. The message is consistent, and it provides the opportunity for a uniform quality control. Clearly, an audience will retain more of the message when they "see" the content as well as hear the speaker. Audiovisual presentations are cost effective for reaching similar audiences in different locations. They can be packaged and synchronized to a taped script for easy transportation. A slide presentation provides additional flexibility when compared with a filmstrip. Slides may be adapted to fit the local setting.

THE TECHNIQUE IN ACTION

A meeting of a local civic association would be an excellent opportunity for the showing of a slide/tape presentation. It combines the flexibility of conducting a small-group meeting with the polished format of a presentation prepared in advance.

ADVANTAGES

As it relates to the product. An audiovisual presentation usually provides the best opportunity to discuss characteristics of the product. Photographs may be taken which add to the written or spoken message.

As it relates to the client. Clients' attention is increased with the use of posters, slides, or other art work. The message in an audiovisual presentation usually is retained longer by the audience.

As it relates to the advocate. Audiovisual material gives the advocate a transportable vehicle for conveying information to diverse audiences in different settings. It can be used by individuals who have a limited knowledge of career education.

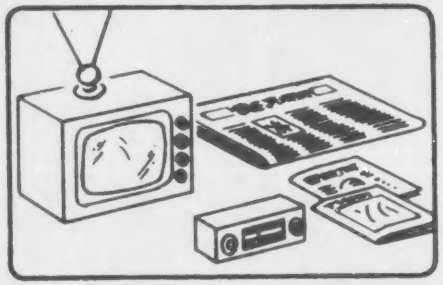
DISADVANTAGES

As it relates to the product. The audiovisual presentation requires time and money which could be used in other product implementation activities.

As it relates to the client. A programmed audiovisual presentation with a script prepared in advance tends to limit the opportunity for questions and discussion.

As it relates to the advocate. It may be tempting for the advocate to use an expertly done audiovisual presentation which is obsolete or irrelevant to the audience.

3. MASS MEDIA



Mass media is defined as television spots, radio announcements, newspaper articles, or other means of conveying a uniform message to a large and diverse audience.

DISCUSSION

Advocates use different media for influencing various audiences. The use of television or newspaper articles as a means of communicating relatively standard messages to large audiences is very cost effective. The need for public information about career education occurs during the initial phases of a project or when there is a need to communicate the results of a survey. Hopefully, there will be many reasons to communicate career education activities to the public. The names of students and teachers involved in career education should be kept before the public. Professional journals may be used to communicate with other career education experts across the nation, but they would be of little benefit, for example, when informing local taxpayers of plans for career education.

THE TECHNIQUE IN ACTION

Mass media is an efficient means of informing the local community. Newspaper articles can be used to make community members aware of career education in the school system. This awareness becomes particularly vital to the success of the program as students are placed in industry and businesses. To a lesser extent, this technique can be used to influence school staff members who are living in the community.

ADVANTAGES

As it relates to the product. Mass media provides an excellent means of conveying the relative advantage of career education in contrast to other forms of education. Documented facts and figures are welcomed by newspersons.

As it relates to the client. Clients are able to obtain a maximum amount of information with very little effort on their part.

As it relates to the advocate. Mass media can be an effective measns of extending the advocate's influence to the community and the public in general.

DISADVANTAGES

As it relates to the product. The public could be led to expect more than the product is designed to deliver. This potential disadvantage can be controlled by the advocate's release of factual information with careful attention to any comment about future events.

As it relates to the client. The client does not always know about the authenticity of the information provided through mass media sources. This is why it becomes desirable to solicit interest on the part of the community members to become involved in the project, thus obtaining first-hand information for themselves.

As it relates to the advocate. The message transmitted via mass media channels must be standardized with little opportunity for targeting the content to specific groups. Once information has been released to a community via mass media channels, it becomes very difficult to retract.

4. LECTURE

A lecture is a talk given before an audience to provide information about the innovation.

DISCUSSION

It is easy to overuse the lecture technique because the project director usually has a better knowledge of career education than members of his or her staff or the clients in the school or community. There are times when a lecture is the most appropriate means of communicating with groups of people. However, implementation of a product usually requires interpersonal communication with an opportunity for the listener to raise questions and provide comments for the speaker. Small groups, rather than large groups, are the rule. Informal, spontaneous communication is more likely to influence others rather than formal comments prepared in advance of the meeting.

THE TECHNIQUE IN ACTION

Early in the history of any project it becomes necessary to convey a large amount of information to a large audience in a limited amount of time. Frequently, the setting for such an occasion is an auditorium with most of the teachers from a given school present. The innovations may be introduced using the lecture technique to create awareness of career education among many persons at the same time.

ADVANTAGES

As it relates to the product. The lecture method provides an opportunity for the advocate to explicitly discuss the merits and problems of the product. The notes can be prepared in advance, free of interruption and questions by the client.

As it relates to the client. The client has an opportunity to obtain a vast amount of information in a short length of time by the lecture method.

As it relates to the advocate. The advocate of career education, e.g., the speaker in a lecture situation, has an opportunity to convey feelings and impressions as well as information through the lecture method.

DISADVANTAGES

As it relates to the product. Unless lecturer is completely familiar with the product, he/she may not communicate its merits to the audience.

As it relates to the client. There is little opportunity for the client to take notes or remember what is said in a lecture without supplemental material being distributed.

As it relates to the advocate. The lecture must be prepared in advance and exhibit authoritative information about career education. It requires organization and technical knowledge on the part of the advocate.

5. SYMPOSIUM

A symposium is defined as a meeting where several speakers deliver a presentation on a common topic to an audience.

DISCUSSION

The purpose of a symposium may differ depending on the stage of implementation. It may be used to inform an audience of the merits of career education during early stages of adoption, or to explain new alternatives to the use of the product. An opportunity would be provided to raise questions with the speakers following each presentation. The assignment of specific topics, and/or varying points of view which are deliberately represented, makes the symposium a more formal meeting than discussion or brainstorming sessions.

THE TECHNIQUE IN ACTION

The symposium may be used to clarify or reinforce reasons for adopting career education. Or it may be presented as a debate over alternative implementation strategies.

ADVANTAGES

As it relates to the product. The symposium allows the product to be fairly represented in formal discussion since topics are frequently assigned in advance.

As it relates to the client. The technique allows for all sides of an issue to be discussed for the benefit of a mass audience. The point of view of the user of the product should be represented.

As it relates to the advocate. The symposium can be used to divert pressure on the advocate to endorse one position or another. Implementation decisions may become the object of the symposium, allowing the advocate to take a neutral position.

DISADVANTAGES

As it relates to the product. Discussions of the product during the symposium are influenced by the capability of the speaker.

As it relates to the client. The client views (which are different from those of the advocate) must be determined and assigned to speakers in advance of the symposium dates. It may be difficult to do this; and therefore, the client may not be farily represented.

As it relates to the advocate. The symposium may place the advocate at a disadvantage in formulating an implementation strategy. This is particularly true if a well-known and respected symposium speaker recommends a policy or procedure which is opposed to the one being followed by the advocate.

6. DEMONSTRATION

Demonstration is the use of career education materials and procedures as examples to illustrate their value to others.

DISCUSSION

Demonstrations are most effective when the viewers come from schools and communities which are similar to the demonstration site. Such a "match" is not always possible, but speakers should take every opportunity to relate to the backgrounds of the audience. The demonstration may be used effectively to create awareness of potential career education opportunities. It may require travel to another school to observe the career education curriculum in operation. Effective use of the demonstration requires preparation prior to and following the visit. The advocate should tell the observers what to look for in the demonstration setting. A debriefing session should be held following the trip. This will reinforce observations at the site and assist the clients in making use of the information in their own setting.

THE TECHNIQUE IN ACTION

A career education technique such as the use of a community resource person to explain a class of occupations present in the community may be demonstrated to teachers in a number of ways: (1) teachers may be invited to observe a class with a resource person, or (2) a "simulation" could be held with the resource person discussing comments he or she plans to make in front of a class. Another example of the technique is the use of a career education teacher to demonstrate materials in the classroom.

ADVANTAGES

As it relates to the product. A demonstrated use of the product removes doubts about its practicality and appropriateness for specific settings.

As it relates to the client. Individuals can see for themselves the effectiveness of the product for students. Usually, opportunities are provided to ask and answer questions posed by the client.

As it relates to the advocate. The demonstration provides a real-life opportunity for advocates to promote career education in a natural setting. It is possible to capture the spontaneity of pupil-centered learning by involving students in the demonstration.

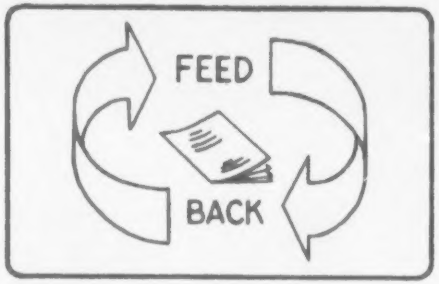
DISADVANTAGES

As it relates to the product. There may not be time or opportunity to observe the entire product during the demonstration. The demonstration site conditions may not allow all aspects of the product to be exhibited.

As it relates to the client. The cost of visiting a demonstration site in another school may be prohibitive. If teachers must be away from their classrooms, substitutes must be found.

As it relates to the advocate. There may be a tendency for the advocate to relax his/her implementation of career education once teachers and others have observed for themselves the effectiveness of the product. However, research clearly indicates the need for technical support and resources on the site where career education is to be used in order to implement the product effectively.

7. SURVEY FEEDBACK



Survey feedback suggests a two-step process of (1) conducting a survey and (2) reporting the results back to the respondents.

DISCUSSION

This technique involves the use of a questionnaire or other device for obtaining a broad base of information from clients over a specified time period with a report of the summarized data. This technique assures clients of some return on their investment of time and energy while responding to the questions. Surveys are important in the formulation of a diffusion strategy because (1) they allow the advocate to sample a broad base of opinion relative to the acceptance of career education, and (2) they provide an opportunity to involve the client in a participatory experience. Survey feedback is a means of collecting information for rational decision-making.

THE TECHNIQUE IN ACTION

Survey feedback could be used in the solicitation of opinions from the community on the desirability of career education. This information could become extremely valuable in uncovering potential pockets of resistance to occupationally-oriented programs of career education.

ADVANTAGES

As it relates to the product. Survey feedback may identify conditions in the school system or community which may require revisions in the product.

As it relates to the client. This technique allows clients to respond to suggestions by the change advocate. Their willingness to accept career education may be influenced by the knowledge gained by reading the survey report.

As it relates to the advocate. This technique allows the advocate to promote the concept of career education and communicate the results of "collective" decision-making.

DISADVANTAGES

As it relates to the product. None.

As it relates to the client. Rarely will the client have enough information provided to make meaningful suggested changes in the career education products or implementation procedures. He/she always will be responding from a limited information base.

As it relates to the advocate. The use of a survey in the development of an implementation strategy requires time for responses to be summarized, interpreted, and disseminated. This additional burden may distract the advocate from more important planning decisions.

8. DISCUSSION

This technique is defined as conversation or informal debate among clients or between an advocate and a client.

DISCUSSION

A discussion may be conducted in small group meetings which allow opportunities for participants to engage in a dialogue with the advocate. Comments are relatively spontaneous and informal. Rarely does discussion by itself lead to the resolution of stated problems. The technique should be viewed as a means of creating awareness of implementation problems, and, to a degree, formulating alternative solutions. The use of reason and/or argument may become prevalent in a discussion. Positions may be stated and views expressed. The opportunity for criticism of others' ideas is present.

THE TECHNIQUE IN ACTION

Teachers in a school building may be asked to discuss the occupational goals held by most students upon graduation from high school. In this way they may recognize the value of career education.

ADVANTAGES

As it relates to the product. The discussion should allow maximum opportunity for all aspects of the product to be reviewed. Both critics and proponents of career education should be present.

As it relates to the client. Small-group discussion can be an effective follow-up to mass media presentations. It provides an opportunity for teachers and others to share their impression of career education.

As it relates to the advocate. Discussion can provide for the formulation of implementation strategies. It provides a vehicle for users of career education to give the advocate advice on how to approach teachers and others who are important to the acceptance and use of career education products.

DISADVANTAGES

As it relates to the product. The characteristics may be unfairly represented by an over enthusiastic critic or proponent in the discussion group.

As it relates to the client. Discussion which is overly argumentative can become devisive and can polarize the client in his/her future activities with the advocate.

As it relates to the advocate. Discussion groups take time and require preparation. It may not be possible for the advocate to participate in as much discussion of the product as he or she desires.

9. BRAINSTORMING

Brainstorming refers to the use of small groups to generate bright, potentially useful ideas.

DISCUSSION

The technique works best in groups of three to seven individuals. Sometimes it is desirable to declare a moratorium on all criticism. Particularly, this may be done in the early stages of the interaction to allow all possible ideas to be suggested to the group. This may result in some unique contributions from staff members which, with revision, could lead to novel solutions of a problem. The technique is not designed to answer questions; rather, it is an attempt to solicit new and varied suggestions from persons with different backgrounds and competencies. It may be desirable to assure that the persons present have a minimum knowledge of the topic being discussed.

THE TECHNIQUE IN ACTION

There are many opportunities to solicit new ideas via the brainstorming technique during the implementation process. The career education staff may be called together to generate various ways to approach the business community for assistance with career education. Another example of this technique would be the use of elementary school teachers to suggest alternative methods for incorporating an instructional package into the curriculum.

ADVANTAGES

As it relates to the product. Brainstorming sessions may reveal unique and appropriate ways of applying career education to the local setting. Such assistance to the career education advocate could result in major adaptations of the product.

As it relates to the client. This technique allows for involvement by potential users of career education. They have the opportunity to contribute meaningful suggestions for implementation which are likely to facilitate acceptance of the product.

As it relates to the advocate. Brainstorming assists the advocate in formulating implementation strategies. It casts him/her in a helper role which should increase rapport with the client audience.

DISADVANTAGES

As it relates to the product. Some of the product applications suggested may not be appropriate as career education activities. If used, such changes could destroy the benefits of career education.

As it relates to the client. Clients may leave the brainstorming session somewhat frustrated since no attempt is made to reach consensus. Participants in brainstorming are viewed as advisory only in the formulation of implementation strategies.

As it relates to the advocate. The advocate must be sufficiently open-minded to consider or accept novel ideas suggested by the clients.

10. CONSULTATION

Consultation refers to the act of giving advice to a client, usually at the client's request.

DISCUSSION

Consultation may include a wide range of activities such as diagnosing the situation, refining a request for information, or adapting the product to unique needs of the local situation. It is used most frequently in the initial phases of the project to conceptualize and evaluate needed changes in the product or the adoption situation. This collaborative endeavor between a change advocate and a client may be used to encourage friendship and trust. It may be used to influence the outcome of a decision; but, usually, the consultant conveys information about the product or adoption situation in an objective manner. Consultation occurs most frequently on a one-to-one basis. However, a consultant may be invited to work with a group of teachers during in-service education.

THE TECHNIQUE IN ACTION

Consultation is especially useful in obtaining highly specialized expertise which is not available among project staff. A career education project director may wish to use consultation in the design of procedures to assess the impact of the project on student growth and development.

ADVANTAGES

As it relates to the product. Some products require adaptation to site conditions as they are being implemented. It is natural and desirable to call in the developers of the product to consult with local school officials for changes to be made in the product.

As it relates to the client. Most clients view consultation as an excellent means of communicating their needs to advocates of a new program. It provides a forum for discussion of ideas which can effect the local situation as well as changes in the product.

As it relates to the advocate. It is to the advocate's advantage to consult with clients and experts whenever possible. It provides information to the advocate as a basis for project implementation decisions. During the consultation, the advocate has an opportunity to establish rapport with the client and others involved in the implementation process.

DISADVANTAGES

As it relates to the product. Unless the consultant has been previously associated with the product, he or she may have some difficulty in understanding the product in the time available.

As it relates to the client. The consultant may be perceived as an outsider who does not understand the problems and concerns of the persons who must use the product. The consultant may have limited knowledge of the actual needs of the clients.

As it relates to the advocate. The consultant may give the advocate unsound advice, or the consultant may be critical of the advocate's implementation procedures.

11. PERSONAL INTERVIEW

This technique consists of an interpersonal conversation between two persons, an advocate and a client.

DISCUSSION

The personal interview allows for much freedom and flexibility when discussing career education. Usually, the interview takes place in an office or teachers' lounge. Relative privacy is assured. Both the advocate and the client (parents, teachers, administrators) should feel free to express themselves. A personal interview provides an opportunity for the advocate to build a personal relationship with the client. This should lead to mutual trust and goal setting for the implementation of career education.

THE TECHNIQUE IN ACTION

It sometimes becomes necessary to obtain the attention of the decision-maker in the school system. Building principals and persons in the superintendent's office are busy. An advocate should make an appointment with the administrator and show him or her the courtesy of an individual, private conversation.

ADVANTAGES

As it relates to the product. The personal interview provides an opportunity for close scrutiny of career education. Specific objections and/or benefits may be raised in an atmosphere of mutual trust and consideration.

As it relates to the client. The personal interview may be scheduled at the discretion of the client. This convenience and special attention may result in more favorable response to the advocate's demands.

As it relates to the advocate. It provides a unique opportunity to display the benefits of career education in the atmosphere of the client's office or home. This setting allows the advocate to observe informational and other professional needs of the client.

DISADVANTAGES

As it relates to the product. It is not always possible to transport the product to a private office or home setting. Therefore, photographs or other information may become necessary as the advocate explains career education to the client.

As it relates to the client. None.

As it relates to the advocate. Use of the personal interview technique requires a great deal of time and a sense of timing on the part of the advocate. An inexperienced advocate may not be able to organize his/her schedule sufficiently to effectively utilize this technique.

12. ROLE PLAYING

The assignment of a position or function to an individual for the purpose of acting out a simulated situation.

DISCUSSION

Career education requires new roles and duties for school staff members, e.g., the visitation of school staff to businesses for the supervision of student-employees. Such duties may require immediate change in the activities engaged in by school staff members. Role playing is a useful technique for the purpose of sensitizing staff to the problems and barriers they are likely to confront in their new position. Occasionally, the technique can be used to aid a staff member with problems he or she is having on the job. However, the use of the technique as a therapeutic device should occur only under the supervision of a highly qualified individual. It is not recommended for use in this manner by career education advocates.

THE TECHNIQUE IN ACTION

Frequently, the implementation of career education requires individuals to be placed in new and unfamiliar roles. Many times teachers are asked to become coordinators of career education for more than one building. This calls for an ability to schedule their activities and develop interpersonal relations with several principals as well as staff members in those buildings. The role-playing situation can be used to alert new coordinators to problems they are likely to encounter.

ADVANTAGES

As it relates to the product. The role-playing activity may make it possible to anticipate problems in the implementation process. This should result in better understanding of the product and a more systematic implementation process.

As it relates to the client. The preparation and development of staff members contributes to their receptivity to career education. It is absolutely essential to assign competent personnel to implementation roles.

As it relates to the advocate. Role playing provides the advocate with a technique for sensitizing individuals for implementation of career education. It is particularly helpful for staff members who are changing roles.

DISADVANTAGES

As it relates to the product. None.

As it relates to the client. The technique requires careful observation by the supervisor. He or she should look for miscues in the situation and correct the actors accordingly.

As it relates to the advocate. The advocate must be able to determine the individuals most likely to profit from role playing. This is difficult to do and at times results in sessions which are not helpful.

13. COOPERATION

Cooperation refers to an association of individuals formed for the purpose of achieving joint objectives for common benefit.

DISCUSSION

This association of individuals can be between the advocate and the client or among clients. The reason for cooperating is the implementation of career education. Liaison must be built and maintained between the project director and opinion leaders in the client group. Extending cooperation on relatively minor services, e.g., the providing of information on specific topics of interest to individuals, can go a long way toward facilitating the use of career education products.

THE TECHNIQUE IN ACTION

Some school districts are banding together in a consortium for the purpose of sharing resources and providing leadership to each other in the implementation of career education activities. This cooperative endeavor is likely to emphasize the strengths and overcome weaknesses present in each individual district.

ADVANTAGES

As it relates to the product. The mutual benefits which accrue during cooperative activities tend to overcome implementation problems and reflect favorably on the product.

As it relates to the client. Cooperation makes available to any individual in the client system resources of other people and school systems. This sharing of information and concern for implementation activities will have a positive effect.

As it relates to the advocate. Cooperation extends the influence of the advocate through a network of individuals and agencies concerned with implementation of career education.

DISADVANTAGES

As it relates to the product. Cooperation sometimes slows the process of implementation which may cause problems in scheduling the use of the product.

As it relates to the client. At times it may be necessary for the client to give priority to another party's concern for implementation problems. This disadvantage is offset by the probability of the advisor gaining insight on how to improve the implementation of career education.

As it relates to the advocate. The parimary difficulty in using cooperation as a technique is the amount of time required to coordinate and supervise cooperative activities. It would be possible for the advocate to become so involved in cooperating with other people that implementation objectives would not be met.

14. STAFF DEVELOPMENT

The acquisition of new skills necessary to accommodate the innovation is the intent of this technique.

DISCUSSION

Any new idea, product, or material usually requires skills not present among existing staff. Rather than dismissing staff and hiring new personnel, it is usually more efficient and effective to upgrade selected individuals in their position. The staff development workshop is an excellent tool for explaining career education and conducting instruction on a day-to-day operation of the product. Long-term investments in staff development could best be handled through credit courses or other programs designed for the continuing improvement of staff capabilities. Summer workshops, as well as inservice professional days during the school year, provide opportunities for staff development. Frequently, in large school systems, staff members work together to learn new roles associated with the innovation. This subsequently boosts morale in many cases.

THE TECHNIQUE IN ACTION

Career education requires coordination of employer-based work experiences with the school program. Many teachers have not been exposed to the world of business and industry. It may be desirable to conduct an inservice training workshop on the coordinator's role in career education.

ADVANTAGES

As it relates to the product. Staff development activities create a better understanding of concepts and improve capability for implementing career education.

As it relates to the client. This technique assures staff time and opportunity to prepare for career education. This becomes extremely important to the coordinated use of selected aspects of career education.

As it relates to the advocate. A staff development workshop provides the setting for the advocate to promote the product and instill the desire to use it. In addition, staff development activities may take the form of adaptation of the product to local conditions. The setting also provides the opportunity for using consultants and experts to demonstrate selected aspects of career education.

DISADVANTAGES

As it relates to the product. The staff development session may be too brief to allow a good understanding of the product.

As it relates to the client. Staff members may not attend the workshop. It may require credit or pay for the extra hours invested in the workshop. Staff may not see the need for this activity, or they may feel that the existence of the workshop indicates their present activities are not acceptable.

As it relates to the advocate. Staff development activities require time and resources in their preparation. The advocate may not be able to schedule staff development work after school hours or at times when teachers are available.

15. DIFFERENTIATED STAFFING

Differentiated staffing refers to the assignment of differential duties and responsibilities among the product implementation staff members.

DISCUSSION

This management technique uses professionals, technicians, and laypersons in a manner which is consistent with their knowledge, experience, and capability. Specialized tasks are assigned to different members of the team. This placement of responsibility brings with it accountability for achievement of these specialized tasks. Also implied is the need for coordination of team members' activities. Under most circumstances, particularly in small school systems, this coordination is the responsibility of the career education project director.

THE TECHNIQUE IN ACTION

Differentiated responsibility frequently occurs between building coordinators of career education and teachers who are heading a substantive discipline area. For example, the teacher of mathematics would be responsible for integrating career education concepts into instructional materials for the grade levels in that department. The coordinator of career education would lend advice on the placement of career education concepts at specific grade levels. The coordinator would act as liaison between scheduled learning experiences in mathematics and other areas of the students' curriculum, e.g., science, vocational education, and English.

ADVANTAGES

As it relates to the product. Differentiated staffing provides a means of marshaling the most competent individuals to implement the product. Each implementation task should be assigned to the appropriate person.

As it relates to the client. Teachers and administrators know who is responsible for achieving specified implementation tasks. Each person should be "best" qualified to perform the assigned duties; this should lead to incresed job satisfaction.

As it relates to the advocate. Differentiated staffing allows the advocate to refer questions and inquiries to appropriate individuals. Competent, responsible team members should make the tasks of advocacy easier.

DISADVANTAGES

As it relates to the product. Individuals may become so specialized that they lose a sense of balance for implementing the complete career education product.

As it relates to the client. It may become difficult to reach the project director if bureaucratic channels are maintained. Likewise, it may become necessary to contact several individual project staff members before an inquiry is fully answered.

As it relates to the advocate. The career education project staff may become so specialized that no one is available to respond to general questions from the community or other sources. Responding to such requests may place an unreasonable burden on the project director.

16. INVOLVEMENT IN PRODUCT DEVELOPMENT

This technique may be defined as the use of local, on-site staff to modify existing educational materials for the purpose of adapting them to local conditions.

DISCUSSION

This technique appeals to the professional dedication and desire of staff members to contribute to the improved education of students. By modifying the career education products to reflect local standards and conditions, teachers and administrators become drawn into the adaptation activity, thus accepting some of the objectives and goals of the program. The opportunity to create and/or modify an innovation can be used as an incentive for soliciting staff support.

THE TECHNIQUE IN ACTION

Frequently, teachers are asked to revise an instructional package. This opportunity provides them with recognition and influence over instruction which may be used throughout the school district. The development and/or revision of career education materials may take place during summer workshops specially designed for teacher inputs.

ADVANTAGES

As it relates to the product. The opportunity for many staff members of a school district to modify career education materials or procedures is viewed as a positive technique. The changes in the product should reflect local needs.

As it relates to the client. The revision or adaptation of career education materials leaves teachers and others with a sense of pride and ownership of the product.

As it relates to the advocate. Participation of school staff in product development activities creates involvement in the project. Several people working together tend to extend the influence of the advocate.

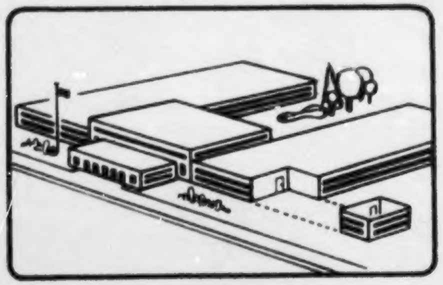
DISADVANTAGES

As it relates to the product. The revision and/or adaptation made by local staff may disrupt the systematic implementation of the career education program. In the extreme, changes made in the product could create incompatible situations which destory the original intent of the materials.

As it relates to the client. Teachers and other staff members available to modify the product may lack the requisite experience and knowledge. This lack of capacity within many organizations limits the opportunity to use this technique.

As it relates to the advocate. Time may not allow the optimum utilization of staff to adapt the product. If major modification takes place, the advocate cannot verify the validity and/or reliability of the untested materials.

17. SMALL-SCALE USE OF THE INNOVATION



The intent of this technique is a small-scale commitment of resources (funds or time) by the host site.

DISCUSSION

An implementation strategy which allows a product to be tried incrementally or as segments of a total product is more likely to be successful than an all-or-none implementation approach. It is much easier to add to a project rather than to cut back when unforeseen difficulties arise. Clients need time to become acquainted with a new idea. The ability of an advocate to present career education in a clear and immediate manner will enhance the probability of acceptance by the client. Some materials must be used as a unit while others can be segmented more easily.

THE TECHNIQUE IN ACTION

A school superintendent may wish to try career education in a single school building or area of the district before committing funds to its full-fledged implementation. This allows intensive implementation activities in schools with active opinion leaders.

ADVANTAGES

As it relates to the product. The trial use of career education allows for its adaptability prior to a full-scale implementation commitment.

As it relates to the client. Clients have an opportunity to become familiar with career education product by product. This procedure reduces confusion and keeps the client from becoming overwhelmed by too much responsibility.

As it relates to the advocate. The initiation of a small-scale implementation activity increases the probability of future growth and tends to mitigate against failure. Schools selected for initial trial use tend to be innovative and accepting of new ideas.

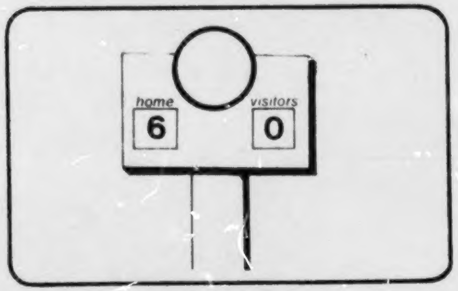
DISADVANTAGES

As it relates to the product. It may not be possible to obtain a clear conception of career education by viewing segments in different locations throughout the district.

As it relates to the client. The small-scale use of the product in innovative schools may not be representative of its performance under real world conditions.

As it relates to the advocate. The use of career education to a limited degree in several locations throughout the district may tend to delay the implementation of a more comprehensive product implementation activity. The advocate must recognize the artificiality of investing implementation money within very limited scopes of work.

18. COMPETITION



Competition refers to the actions of two or more individuals who are interested in obtaining the same desired objective.

DISCUSSION

The key to the use of this technique is the motivation of the teachers or others who are to be associated with the project. Recognition, financial incentives, or other techniques may need to be used in conjunction with competition. Competition can be used to make people more aware of career education and generate enthusiasm for the implementation activity. Certain prerequisites must be observed: (1) the objectives of the activity must be clear in the minds of those competing, (2) the individuals engaged in competition should have an equal chance for achieving the desired objective, and (3) the results of the competition should be known to all.

THE TECHNIQUE IN ACTION

Competition may be used as a means of selecting volunteer teachers to pilot test career education in a school building. This assumes the teachers are interested in career education and believe they will benefit from their association with the product in some way.

ADVANTAGES

As it relates to the product. The effect of competition upon others usually tends to create a desire to use the product. In this case, career education would be the objective.

As it relates to the client. Teachers and students like to engage in competitive activities. Prizes should be awarded to the winner. Recognition and some prestige should accrue to the participating individuals.

As it relates to the advocate. This technique enables the advocate to select from a broad range of individuals who are interested in becoming a part of career education. It places the responsibility for involvement on the client rather than the advocate.

DISADVANTAGES

As it relates to the product. The quality of the implementation activity could get lost in the spirit of competition. The individuals could become so concerned about who was selected for an activity that product quality could suffer.

As it relates to the client. Competition could become so keen as to distract the client from the primary task of using the career education materials and procedures.

As it relates to the advocate. The notion of winners and losers is implied in competition. Losers should be compensated with other incentives. The advocate is responsible for assuring this compensation.

19. BARGAINING

This technique usually involves negotiation between two parties, frequently an employer and a union representative, on the exchange of goods or services.

DISCUSSION

In recent years, bargaining has become associated with the renewal of contracts between a teachers' union and a school district. While this is the most frequent use of the technique, selective aspects of bargaining take place in many day-to-day exchanges between the advocate and those near him/her. This technique is used most appropriately when those involved possess an equal power base. Rarely is bargaining effective with a superior or a subordinate; it usually occurs on an organized group basis. The element of compromise is seen as essential in this process.

THE TECHNIQUE IN ACTION

The career education advocate may find it necessary to meet with officials of the teachers' union on days set aside for the inservice education of staff in order to establish career education as a high priority. Bargaining could occur over the decision to set aside funds for this activity.

ADVANTAGES

As it relates to the product. None.

As it relates to the client. The use of bargaining in a negotiation frame of reference can be a powerful tool for the promotion of special interests. Teachers and other groups can gain concessions by offering to try new ideas for the school system.

As it relates to the advocate. Bargaining gives the advocate the opportunity to influence a large number of people by negotiating with their representative. Used with discretion, it can be effective in implementing career education.

DISADVANTAGES

As it relates to the product. Involvement in negotiation can become so time consuming as to detract from the use of the product.

As it relates to the client. The clients may perceive themselves as "losers" in the negotiation process. This could result in a reluctance to implement the product.

As it relates to the advocate. The client may wish to attack other issues in the negotiation for career education implementation activities. This could confuse the situation and tend to reduce the effectiveness of the implementation activities.

20. PROMOTION OF THE PRODUCT

GREAT FOR
HELP KIDS

This technique contributes to the perceived value of a product by providing information which emphasizes its positive characteristics.

DISCUSSION

The purpose of this technique is to convince the client of the desirability of using career education materials and procedures. This is done by supporting claims for the product with factual information as much as possible. Particular aspects of career education may be emphasized as a unique solution to a local problem. This promotion may take the form of endorsements by credible sources of information. Community leaders, school officials, and students are effective promoters of the product.

THE TECHNIQUE IN ACTION

Promotion of the product through leaflets, posters, mass media announcment, and other forms of written/verbal materials is most effective in creating awareness of career education concepts and procedures.

ADVANTAGES

As it relates to the product. Promotional materials such as well designed brochures and posters tend to leave positive impressions of career education in the mind of the reader.

As it relates to the client. Most people welcome the opportunity to gain more information and insight into an innovation.

As it relates to the advocate. Promotional materials make the job of the advocate easier. Leaflets may be left with an audience after a presentation to help them think about the product.

DISADVANTAGES

As it relates to the product. Usually the message is standardized, allowing a minimum opportunity for unique applications of the product to a local setting.

As it relates to the client. The promotional materials may raise the clients' expectations for high performance. Clients may be somewhat suspicious of a large amount of promotional information.

As it relates to the advocate. It may be not be possible to anticipate exactly those aspects of career education which are likely to appeal most directly to clients' values and needs.

21. ENDORSEMENT BY AUTHORITIES

This technique is designed as an expression of approval of the innovation by persons who are respected by members of the user audience.

DISCUSSION

Authority may be derived from an official position such as that held by a school principal or from informal associations of the type exhibited by an opinion leader. Individuals frequently make decisions on the strength of recommendations from their friends. Persons with high credibility are capable of lending intellectual and social support to users of career education. Teachers and others in the school system need to be reminded periodically of the importance placed on career education by the superintendent and building principal.

THE TECHNIQUE IN ACTION

One way to gain the confidence of local business persons in the community is to obtain the endorsement of a civic organization. Such action seems to legitimize career education activities in the community. Another example of the use of this technique is the selection of respected teachers in school buildings to first try the career education product.

ADVANTAGES

As it relates to the product. The product is likely to receive more consideration by users if they know it has the approval of authorities.

As it relates to the client. The use of credible individuals in the development and adoption of career education tends to develop confidence in the client. They feel free to express their concern to the opinion leaders.

As it relates to the advocate. The endorsement of the product by respected individuals extends the network of advocates. It makes the implementation task easier and broadens the base of support for career education.

DISADVANTAGES

As it relates to the product. The product may be rejected without receiving due consideration if the endorsements are perceived as directives.

As it relates to the client. The intended users of the innovation may not agree with the comments and opinions of authorities. The clients may not perceive the endorsers as members of their group.

As it relates to the advocate. It may take time to identify the appropriate opinion leaders in the client group. The opinion leaders and other authorities may not be willing to give their full support to the innovation.

22. RECOGNITION OF TRIAL USERS

CERTIFICATE OF MERIT

This technique refers to the special attention given to early users of the innovation.

DISCUSSION

Every individual desires to be respected in the eyes of others. This desire sometimes motivates them to volunteer for assignments which contain a certain amount of risk and uncertainty. Individuals who perform well under these conditions deserve recognition as early users of career education materials and procedures. This technique goes hand-in-hand with other techniques listed in the publication, such as the solicitation of volunteers who are competing for the privilege of being involved in the project.

THE TECHNIQUE IN ACTION

There are many ways to recognize the contributions of those involved in career education: (1) their work could be displayed on bulletin boards, (2) articles about their career education activities could be published in the local newspaper, or (3) they could be asked to demonstrate career education practices to other teachers in the district.

ADVANTAGES

As it relates to the product. If participants in career education like what they do, and are recognized for it, the quality of their performance should contribute to the effectiveness of the product.

As it relates to the client. Recognition gives the client a sense of pride and confidence in themselves. It should be consistent with peer group expectations of the individual.

As it relates to the advocate. It provides the advocate with an avenue for rewarding outstanding performance. Such recognition tends to influence other persons in the district thus establishing expectations for high performance on the project.

DISADVANTAGES

As it relates to the product. This technique can be overdone. The time spent on congratulating project staff could detract from product development and implementation activities.

As it relates to the client. Some clients may feel the recognition is not merited or tends to downgrade the contributions of other staff members.

As it relates to the advocate. The technique could be time consuming. Fair judgments about the contributions of staff members must be made.

23. FINANCIAL INCENTIVE

Financial incentive is the use of money to encourage involvement in some activity or program.

DISCUSSION

Implicit in this technique is the concept of "pump priming." This is the use of initial funds to encourage use of products and materials for a short time. Another approach is the use of funds to match state or federal monies. Most individuals require some incentive for involvement in any new activity. Educational innovations, such as career education, ask teachers and administrators to invest time after school and on weekends to develop and implement the product. This time should be compensated with rewards (recognition or money).

THE TECHNIQUE IN ACTION

Funds may be used to pay substitute teachers for classroom activities during the development and/or modification of career education materials. Funds are necessary if teachers are to be transported to other sites when viewing career education activities.

ADVANTAGES

As it relates to the product. Priorities should be place on those activities most essential to product development and implementation. One way to do this is to budget funds for staff inservice activities.

As it relates to the client. Financial incentive serves to motivate individuals to excel in performance. Funds should be available for instructional materials or other needs of clients who perform on assigned tasks.

As it relates to the advocate. Financial incentives may be used selectively for high priority tasks. Some budget flexibility should be maintained when implementing career education materials.

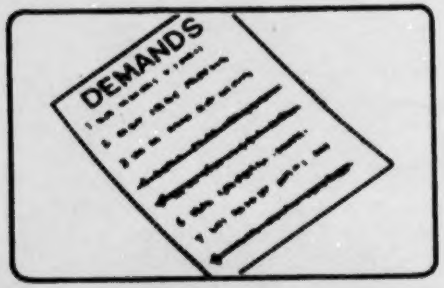
DISADVANTAGES

As it relates to the product. Monies diverted to implementation activities are not available to further develop and refine the career education procedures and materials themselves.

As it relates to the client. Individuals may not be available to take advantage of the monetary remuneration paid for additional work performed.

As it relates to the advocate. The advocate may not have the authority to spend money from selected categories of the budget.

24. OVERSTATEMENT



Overstatement is the deliberate use of strong demands in an effort to gain an advantage over competing courses of action.

DISCUSSION

This technique is designed to influence others by citing extreme examples of the need for the product. Overstatement is most often used in negotiations to bargain for power. Frequently, it becomes necessary to compromise with the other side. This is particularly true if the overstatements are not reasonable. You should be prepared to back down on your demands in the interest of moving forward with product implementation activities. By relaxing your demands, you can gain credit from the other side and reach a compromise solution to the problem.

THE TECHNIQUE IN ACTION

The inservice education specialist may describe in detail the knowledge and skill needed by staff when bargaining with the representative of the teachers' union for inservice time with teachers. Teachers' professional days on the school calendar are limited; usually, negotiation is required to obtain these days to address specific topics.

ADVANTAGES

As it relates to the product. This technique tends to place the product in its best light. Overstatement of the need tends to increase the desire of the client to install the product.

As it relates to the client. None.

As it relates to the advocate. Overstatement gives the advocate an initial advantage in negotiations; however, this advantage may be diminished when the other side realizes the advocate is willing to compromise his position.

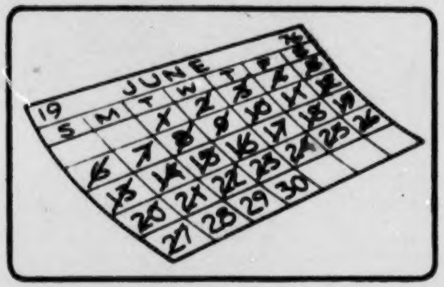
DISADVANTAGES

As it relates to the product. Overstatement of need for the product may create an unrealistic expectation for what the product can achieve.

As it relates to the client. The use of overstatement by an advocate places the client at a disadvantage because the client does not know what to believe. This delusion is reinforced when the advocate backs down from the previous position.

As it relates to the advocate. Overstatements about the need for the product must be carefully timed to be effective. The advocate may misjudge the readiness of the other side to compromise.

25. DEADLINES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This technique is intended to establish a date or a time when an aspect of career education is to be implemented.

DISCUSSION

The technique assumes that the advocate has the authority to establish deadlines. Their enforcement can be a problem because unforeseen circumstances tend to interrupt scheduled activities. Nevertheless, the technique is useful for planning future activities. The deadline encourages the users in the pursuit of project goals and establishes a mechanism for accountability. *Realistic* timetables are essential. Deadlines are of little value unless they are maintained.

THE TECHNIQUE IN ACTION

The development of career education materials usually requires advice from a number of people. The deadline may be used to curb extensive committee work. It serves to orient individuals to tasks and set expectations for the completion of products.

ADVANTAGES

As it relates to the product. The deadline provides target dates for incorporating career education into the field site. It can serve to increase product effectiveness if sufficient time and money have been allocated for the implementation task.

As it relates to the client. Time deadlines can orient clients to tasks. Realistic due dates can pace the work load toward the completion of tasks.

As it relates to the advocate. Advocates can use time dealines as a mechanism for monitoring the implementation of products and procedures. Deadlines can serve to highlight areas of need for more funds or attention in the implementation process.

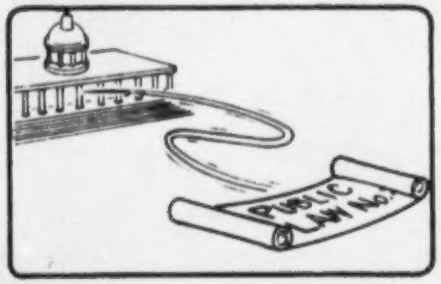
DISADVANTAGES

As it relates to the product. The deadline may be superficially imposed without regard for the nature of the task. Product development may falter in order to give the appearance of implementation.

As it relates to the client. If the deadline is unrealistic, the client is likely to object. The deadline does not intrinsically contribute to the implementation process. It does serve to alert the clients as well as others to the progress of the implementation activity.

As it relates to advocate. Anxiety levels for the advocate's staff as well as the client's increase if deadlines are not met. It may become necessary to adjust deadlines in view of unforeseen circumstances.

26. LEGAL MANDATE


PUBLIC LAW No.

This technique is defined as an authoritative command as in a school board decision, legislative enactment, or judicial decision.

DISCUSSION

Compliance with this command is expected. These legal sanctions are imposed for the purpose of implementing innovations such as career education. The mandates are most often given by local, state, or national governments. They are sometimes enforced through court actions or by relating reimbursement policies to compliance with the mandate. The legal mandate is most effective when rapid use of an innovation is desired.

THE TECHNIQUE IN ACTION

Some state legislatures have taken the initiative in mandating career education for school systems by a specific date. Usually, this legislative action does not spell out in detail exactly what is expected of each school district. Therefore, local educators have flexibility in implementation of the command.

ADVANTAGES

As it relates to the product. It assures some implementation of career education by the specified date. Usually, such mandates are not related directly to a particular product. Adaptations of the product may occur as needed.

As it relates to the client. The legal mandate sets expectations for use of the product. It gives the client a date for the completion of implementation activities.

As it relates to the advocate. The use of legal commands generally can assure minimum compliance. The advocate must use this technique carefully to minimize resistance.

DISADVANTAGES

As it relates to the product. Rapid implementation of career education to comply with legal requirements may result in the superficial acceptance of the underlying concepts. The mandate may not allow sufficient opportunity to test and develop the product on site.

As it relates to the client. Clients may perceive that their freedom to reject the innovation has been diminished. Therefore, they may resist use of the product.

As it relates to the advocate. It is very difficult to ensure acceptance of career education through legal mandates. Usually, the advocate cannot sufficiently supervise educators to determine if appropriate materials and procedures are being used in educational activities.

27. FAIT ACCOMPLI

The decision to use a product, and consequently make changes without consulting users in advance, is the meaning of this technique.

DISCUSSION

A "fait accompli" implies the need to overcome time delays and any potential resistance by assuring the implementation of a product. This may be effective in the short run; however, it tends to generate feelings of helplessness among clients and contributes to a poor self-image. The implementation of a product in this manner raises questions about its survival whenever supervisors are not present to observe staff behavior. It is an authoritarian technique which has limited application in the school system.

THE TECHNIQUE IN ACTION

Sometimes, superintendents of school districts and other administrators make commitments to outside agencies which involve school principals and teachers without informing them in advance.

ADVANTAGES

As it relates to the product. This technique promotes immediate use of the product.

As it relates to the client. Clients are immediately aware of their obligations for implementing career education.

As it relates to the advocate. If the technique is successful, it reduces or eliminates the need for advocacy. The time required for collective decision-making is reduced.

DISADVANTAGES

As it relates to the product. The product may not receive due consideration by users if they are left out of the decision to accept the product.

As it relates to the client. Clients may reject a product which they may perceive to be forced upon them. This may result in sabotage or other indications of resistant behavior.

As it relates to the advocate. This technique may create resistance which can lead to confrontation between teachers and administrators. The advocate is placed in a mediating role which is untenable, because he or she has no authority to allow changes in product implementation practices.

28. STRATEGIC REPLACEMENT OF STAFF

Strategic replacement is the substitution of staff members in a key position to improve project effectiveness.

DISCUSSION

The dismissal or transfer of staff to other buildings sometimes allows a career education project director to make up for lost time in an installation activity. This technique assumes the advocate has the authority to reassign or otherwise remove staff from their present position. Therefore, it is difficult for the subordinate to use this technique for persons who are supervising their work. The replacement of staff has serious and major consequences on the installation progress of innovations. It should be seldom used and then only with discretion. When project staff are changed, a new influence network among clients must be established. This may result in time delays and other disadvantages to the systematic use of career education products.

THE TECHNIQUE IN ACTION

If a career education building coordinator has not been effective in gaining the confidence of the teachers and others who should use the product, then he or she should be replaced. The career education project director should check with the building principal and others in advance of the decision concerning who would be affected by the replacement.

ADVANTAGES

As it relates to the product. When necessary, the replacement of staff facilitates the implementation of the product in a client setting. Hopefully, the new staff member is familiar with career education and can do a better job of communicating its virtues to the client.

As it relates to the client. The replacement staff member should be more knowledgeable about the client, thus potentially more effective than the previous individual.

As it relates to the advocate. When it becomes necessary to replace a staff member, the advocate's task should be facilitated. It is very important for the project team to work together in a harmonious, effective manner.

DISADVANTAGES

As it relates to the product. The replacement of a key staff member may delay implementation procedures temporarily, thus product utilization may take place slowly during this period of transition.

As it relates to the client. When staff members are replaced the client must become acquainted with another person. This takes time! Old loyalties to the replaced person may become obstacles to future progress.

As it relates to the advocate. The replacement of a key staff member usually causes disruption and inconvenience in the implementation program. The project director must judge the long range benefits of replacing key staff members when compared to the short run problems of bringing new individuals into the project.

29. THREATS OF PUNISHMENT

This technique would imply a penalty for clients who failed to comply with the requests of the advocate.

DISCUSSION

The negative incentive associated with this technique makes it very difficult to use effectively in an educational setting. Most educators possess a self-image which does not allow the use of directive techniques on other persons. A threatened loss of privilege or negative sanction imposed on segments of the school system tends to alienate individuals against the project. The change which may be produced in observed behavior is likely to be superficial and nonpermanent. The technique is designed to direct individuals to comply with the needs of the program.

THE TECHNIQUE IN ACTION

Career education project directors sometimes become frustrated with the slow rate of acceptance of the product. They may tend at times to threaten teachers with reprisals if they do not instruct students in career education. An example of such a threat would be informing the principal of teachers who are negligent in their duties with the career education project.

ADVANTAGES

As it relates to the product. This technique may be useful in promoting the use of the product with selected individuals who would respond to "the stick" more than to "the carrot."

As it relates to the client. Teachers and administrators in the school system are confronted with the need to integrate career education with the rest of the school. It is necessary at times to communicate the need for improvement in the acceptance of the career education product.

As it relates to the advocate. A verbal or written threat can at times produce change in observed behavior which is consistent with the needs of the implementation activity. This technique should be used after other approaches have been tried unsuccessfully.

DISADVANTAGES

As it relates to the product. The harsh treatment of product users by the advocate could result in damage to the career education materials; that is, users of career education may not feel compelled to invest their best effort when they feel threatened.

As it relates to the client. Clients are likely to resent threats of punishment from the advocate. This resentment could lead to a stalemate in the implementation of career education, or could result in open confrontation between the resistors and the advocate.

As it relates to the advocate. The threat of punishment is a last resort for the advocate. If this technique fails, the advocate has little recourse but to refer clients to other individuals with greater authority than the advocate.

30. STRIKES/BOYCOTT

This technique is a form of sanction usually applied in an attempt to close the school.

DISCUSSION

A strike or boycott is used to call attention to the need for changes in the school system. The application of the technique to career education implementation would be a novel use. Most frequently the technique is used to demand increases in salary or improvements in working conditions. A strike or boycott, in effect, withdraws the services of one party from that of the other in an attempt to induce compliance to demands. This technique is sometimes associated with bargaining in an attempt to demonstrate power or bring pressure to bear on negotiated demands. The legality of strikes and boycotts should be investigated before they are used. The consequences of work stoppage as a result of a strike or boycott are so severe that teachers in a school system may be divided against each other on the advisability of using this technique.

THE TECHNIQUE IN ACTION

Teachers in one school building being asked to implement career education may boycott an informational meeting as a symbol of defiance to the administrative order.

ADVANTAGES

As it relates to the product. None.

As it relates to the client. This technique allows the persons participating in the strike or boycott to place their grievances before the public. Participants may find personal animosities caused by the strike will continue following the resolution of the problem.

As it relates to the advocate. A strike or boycott could focus on career education as a product to be implemented. This would provide the advocate with increased awareness of the need for career education.

DISADVANTAGES

As it relates to the product. A strike or boycott is likely to delay implementation activities. This could be harmful to the full utilization of career education in the school system.

As it relates to the client. A strike or boycott tends to bypass established procedures for stating grievances and complaints in school systems. Participants in strikes and boycotts may find themselves at odds with other staff who do not support the strike or boycott.

As it relates to the advocate. The advocate may lose control of the situation and find the implementation process completely stymied by unsettled issues which are peripheral to the concern of career education.